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**UNITED STATES DEPARTMENT OF THE INTERIOR**

**OFFICE OF EDUCATION**

**COMMITTEE ON YOUTH PROBLEMS**



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# STATUS OF AMERICAN YOUTH



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**YOUTH**

**BULLETIN 1936, No. 18-III**

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**EDUCATION  
FOR THOSE  
OUT OF SCHOOL**

**By H. B. SWANSON**

**Specialist in Teacher Training  
Division for Vocational Education**



**U. S. DEPARTMENT OF THE INTERIOR  
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This bulletin is one of a series prepared by the Committee on Youth Problems. Bulletins in this series on Youth are on the following subjects:

- [1] How Communities Can Help
- [2] Leisure for Living
- [3] Education for Those Out of School
- [4] Vocational Guidance for Those Out of School
- [5] Finding Jobs
- [6] Health Protection [Unpublished]

## FOREWORD

WHAT happens to young people who leave school but cannot find jobs is a matter of national concern. During recent years the number of such youths has greatly increased. Nor can it be expected that this problem will disappear with the return of so-called "normal times."

In June 1934 the Office of Education, with the cooperation of other Government agencies concerned with youth, called a conference of representative leaders throughout the country to consider what steps might properly be taken to serve best the needs of youth. As one result of this conference a committee on youth problems was created in the Office of Education. A subsidy was secured for this committee's work from the General Education Board. The committee, among other things, has carried forward two studies, the results of which are published in a series of brief bulletins, of which this bulletin is the third. The names of others appear on the back of the title page of this bulletin.

The main purpose of these publications is to assist communities and youth agencies, with the aid of youths themselves, to develop the best possible programs. Young people ask only for a chance. They are willing to work diligently to improve the conditions under which they shall spend their lives. It is hoped that in some small degree this series of bulletins will assist them and the communities and agencies with which they work to make the necessary adjustments speedily and wisely.

JOHN W. STUDEBAKER,  
*Commissioner.*

### ACKNOWLEDGMENT

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## EDUCATIONAL ACTIVITIES FOR OUT-OF-SCHOOL YOUTH

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### INTRODUCTION

NOT merely since the emergency has there been a problem of youth out-of-school, adrift, and unoriented. The seriousness of the situation is only intensified by the events of the past few years. The heavy mortality or drop-out from the schools, which increases rapidly with each year in advancing grade level, is productive of a situation wherein the greater proportion of youth over 16 years of age always has been classed among those out of school. It cannot be said that the majority of young people, upon leaving the regular full-time school, are adequately equipped either for employment or the many other responsibilities of community living. They are left quite largely to shift for themselves. Most youth activities have been planned for the young persons who remain in school.

Magnified by the mass unemployment and dislocation of the depression years, this situation has commanded the attention and taxed the ingenuity of communities. In response to the inquiry of the Committee on Youth Problems of the United States Office of Education many accounts of educational activities on behalf of youth have been reported. These reflect a growing sense of responsibility.

A great part of the load of meeting the needs of idle youth has fallen upon the schools, straining their facilities, testing the wits and wisdom of the school authorities: (1) To provide those interests for lack of which large numbers of young people already had left school; (2) to substitute for the job which is not to be had; (3) to fill the period of waiting with such vocational training that that portion of youth returning to school will leave equipped for work when the opportunity is open.



Secondary school enrollments for the upper four grades have increased from about 4,800,000 in 1930 to about 6,400,000 in 1936. This increase probably reflects a tendency on the part of many young people to continue schooling because of inability to secure employment. Junior college enrollments reveal an even greater percentage of increase for much the same reason and because of the inability of many to afford to go away to college. Likewise standard colleges and universities have attracted many young people to whom this educational opportunity has been made possible through the student aid under the FERA, and the more recent student-aid plan of the National Youth Administration. Aid of this same nature has also been extended to thousands of young people in high schools and junior colleges.

Part-time and evening classes provided in the regular school programs of many communities, classes in continuation and opportunity schools of the larger cities, and the adult education program carried on as part of the relief program number a large enrollment from among the unemployed youth group. The educational program of the Civilian Conservation Corps has reached added thousands of out-of-school young men with a diversity of educational offerings. Public trade and technical schools of less than college grade enroll many seeking vocational training or retraining.

Many private agencies, either through adult educational programs or through programs specially planned for out-of-school youth, have contributed to the total of activities for this group, an indication that education for those who have left school and are unemployed is assuming a much more prominent place in the whole educational picture. Despite these many efforts the reports from community leaders, representing all sections of the country, point to the conclusion that there are many communities in which educational programs are poorly coordinated from the standpoint of serving out-of-school youth effectively, that essential phases of educational activity are unprovided for, and that but a small proportion of out-of-school youth can be served by such facilities as are available.

This publication is concerned particularly with educational activities which have been reported by community leaders as

specifically carried on in behalf of out-of-school youth during 1934-35. Long-established or well-known programs, or those of a type independent or outside of community planning have been omitted. The purpose of the publication is to deal briefly with phases of education which, due to organization, unusual character, adaptability, or financing, appear to offer suggestions to communities interested in providing educational opportunity for unemployed, out-of-school young people. Hence, it has been necessary to include but single phases or exceedingly minor parts of the total of educational opportunity in the many communities which have reported programs.

An analysis of these selected activities indicates that three broad types have appealed to youth generally enough to signify outstanding need:

- (1) Continuing education on high-school and college levels for credit which leads to a degree or diploma.
- (2) Some phase of training as a leisure-time activity not involving either formal school procedures or credits.
- (3) Specific types of training which lead to wage-earning occupations or to employment on a satisfactory basis.

Since the large majority of the out-of-school youth group is beyond the compulsory school attendance ages, the types of education and classes provided for them are successful only upon the basis of voluntary attendance. Education for the older youth group must interest or it must fill an urgent need.



# PART I

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## Part I

### CONTINUING GENERAL EDUCATION

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MANY and varied have been the provisions made for young people to continue general education during the present period. Foremost among these in reaching large numbers has been the contribution of the secondary schools in their regular and diversified programs to care for a rapidly increasing enrollment from among young persons who are unable to secure employment. Marked likewise has been the increasing number entering junior colleges. Despite the mounting enrollments in both high schools and junior colleges and the low-cost devices introduced by standard colleges and universities, there remain a great number who, for one reason or another, are in need of added facilities in order that they may continue education. The ways in which a few States and communities have met the need of those unable to continue education through established programs offer suggestions suited to wider adaptation.

#### EMERGENCY COLLEGES

##### STATE PROGRAMS

COLLEGE credit courses have been provided in communities where resident colleges and universities are not available. Generally, emergency colleges have grown out of the educational need of high-school graduates unable to find employment and unable to defray expenses at regular resident colleges and universities. The offering is usually limited to that of the freshman year or, at most, to the first 2 years of an academic or pre-professional course.

Enrollments in emergency colleges vary greatly. Within one State where cities ranging from 2,400 to 573,000 in population reported such colleges, there were as few as 12 students in one emergency educational center while another community reported 684.

Admission requirements are those ordinarily prescribed for college entrance. Since transferable credits are frequently an objective, the emergency colleges are often under the supervision of cooperating colleges and universities or directed through State departments of education. Instructors are secured from among qualified persons eligible for work relief, volunteers, or from nearby colleges or universities. Housing is provided in public schools or other available buildings of the community. The length of term corresponds to that of the regular school year. Tuition fees range from nothing at all in the free schools, largely financed from work-relief funds, to those of the virtually self-supporting institutions.

### *Freshman Colleges in Michigan*

*Origin and organization.*—In the summer of 1934, Michigan freshman colleges were organized under the authority of the State educational welfare administration, the State relief administration, and the director of emergency education, for the purpose of (1) a profitable investment for the time of recent high-school graduates unable to find remunerative employment, (2) employment of trained teachers under F. E. R. A.<sup>1</sup>

*Administration.*—They are sponsored by the eight tax-supported universities and colleges of the State. Each of the sponsoring universities and colleges agrees to conform to the following regulations: (1) Aid in the maintenance of standards in the group of freshman colleges for which it assumes responsibility; (2) examine the high-school credits of each student; (3) pass upon the qualifications of each teacher; (4) supervise the work of instruction and, in some cases, send out examination questions; (5) give extension credit for each subject satisfactorily completed by the freshman college student. The superintendent of schools and the board of education of the local community make the request for a freshman college. An enrollment of 40 students, unable to leave their homes to attend college, and the pledge of the local board to

<sup>1</sup> Since the accounts given here are the result of studies made during 1935, many of the projects and programs were under the sponsorship of the Emergency Relief Administration. In most instances these are now reorganized under the Works Progress Administration.



furnish classrooms, light, heat, janitor service, and library facilities are required with each application for the establishment of a freshman college. Application is made to the State department of emergency education and the sponsoring university or college for the district in which the community is located. Each college is staffed with a director and a teaching corps on the basis of 1 instructor for every 14 or 15 students. The school year lasts 34 weeks.

*Instructors.*—Instructors are selected by the sponsoring institution from a list of eligible persons. The county welfare director must certify that the prospective teacher is in need of work relief.

*Courses.*—Each freshman college offers a minimum of four basic courses—English, a social science, a language, and a laboratory science or mathematics. The offerings are limited to those usually found in the freshman year of college. The following specific courses have been offered: English, French, German, Spanish, history, political science, geography, geology, zoology, chemistry, mathematics, and mechanical drawing. In addition, there are noncredit courses in psychology, sociology, economics, journalism, speech, dramatics, art, music, current literature, designing, and accounting. A student may complete a total of 30 semester hours through the freshman college program.

*Admission requirements.*—(1) Graduation from a recognized high school; (2) inability to leave home to attend college. (This condition is certified to by a county agency, a representative of the local board of education, and the director of the freshman college.)

*Credit.*—Extension credit is given when a student actually matriculates in any college. At that time, the student will meet the usual requirements for registration in the institution selected. Sponsoring colleges use uniform student records for their respective groups of freshman colleges.

*Extracurricular activities.*—Fourteen clubs, 12 dramatic organizations, 6 debating squads, and 20 basketball teams are functioning and add greatly to the individual and social development of the student, according to the report from one group of freshman colleges. Each freshman college provides similar types of activity.

*Financing and housing.*—The State emergency relief administration finances the program. Teachers receive \$15 a week and supervisors of units \$18 a week. The local boards of education furnish classrooms, light, heat, janitor service, library facilities, and laboratory equipment where science courses are offered. Library books are loaned by the university extension service to the various colleges.

*Tuition fees.*—Charges are not permitted.

*Extent of program.*—One hundred Michigan towns and cities have freshman colleges enrolling more than 6,000 students.

### *Collegiate Centers in New York*

*Origin and organization.*—The emergency collegiate centers were started in the winter of 1933 to provide courses for qualified high-school graduates unable to attend regular colleges. They were organized by the State department of education in cooperation with local boards of education as a part of the emergency adult-education program.

*Administration.*—Five publicly supported colleges and universities of the State supervise the program. Each of these institutions is responsible for two to seven collegiate centers. In addition, they serve as appraising, recording, and transferring agencies; evaluate and record entrance qualifications of students; prepare and grade examinations; and file credits for their respective collegiate centers. Individual centers provide an educational director, business director, and registrar. Length of term and class periods and courses follow closely the practice of standard colleges.

*Instructors.*—Selected persons from among those eligible for relief and fully competent to teach the assigned courses are used. In addition, faculty members are recruited from volunteers. This selection is made by a committee from the supervising colleges. Each instructor is certified by the examining board.

*Courses.*—Centers offer classes in liberal arts including English, mathematics, languages, history, social sciences, and sciences (where laboratory facilities are available). In the larger centers,



liberal arts courses are supplemented with courses in business subjects and other electives including a wide range of academic subjects. The program provides for 2 years of instruction.

*Admission requirements.*—(1) High-school graduation with 15 units of credit and a 75-percent average; (2) inability to attend college or university because of lack of funds.

*Credit.*—A maximum of 64 hours of credit may be earned. Credits are appraised and recorded by the supervising State institution and may be transferred to other colleges. While credit acceptance at any college is not assured, it may be noted that more than 250 students have transferred credits to 21 colleges and universities located in 7 States.

*Extracurricular activities.*—Various centers report debating, athletics and athletic teams, theatricals, choruses, orchestras, language and science clubs, student councils, publication of college papers, and assemblies.

*Financing and housing.*—Centers are financed by State FERA funds. Buildings are supplied by local authorities. At Rochester the discontinuance of the Rochester Normal School provided housing for the collegiate center. The Buffalo State Teachers College houses the Buffalo center. The Syracuse Board of Education houses its center in a public school and provides much equipment.

*Tuition fees.*—No tuition fee is charged, but there is a nominal registration fee. The Buffalo center has a \$2 registration fee and a charge of \$2.50 per course. The course fee pays for books which become the property of the student. At Syracuse the registration fee is \$1 and the student purchases his books. Students usually buy their books and, in addition, pay a small laboratory fee if enrolled in science courses.

*Extent of program.*—In the 2-year period 1933-35 the number of centers increased from 2 to 21 with a total enrollment of nearly 3,000. Emergency collegiate centers are located in Albany, Auburn, Batavia, Bath, Buffalo, Corland, Dunkirk, Gowanda, Jamestown, Little Falls, Lockport, Medina, Nassau, Newark.

Rome, Rochester, Salamanca, Schenectady, Syracuse, Westchester, and Yonkers.

The Buffalo Collegiate Center opened in March 1933 with a registration of 563 students. Approximately 200 students were turned away for lack of accommodations. More than 1,500 students have received training since the center opened. Four hundred enrolled in the spring term of 1935.

### ***Emergency Junior Colleges in Ohio***

*Origin and organization.*—Realizing that many recent high-school graduates are unable to attend college because of limited finances, the Ohio Emergency Schools Administration sponsored the development of emergency junior college centers. The Ohio College Association endorsed these centers recommending that the member colleges give examinations to students completing emergency courses, following the procedure for advanced standing regularly in force in the individual colleges. The Ohio Emergency Schools Council recommended that the junior college work be unhampered by college credit restrictions.

*Administration.*—Supervision is from the office of the Ohio Emergency Schools Administration. There is a uniform method of accounting as a part of the permanent records for each center. To establish an emergency college in Ohio, the county emergency school chairman and the county superintendent of schools submit to the director of the Ohio Emergency School Administration an application, signed by a member of the board of education, stating that (1) full cooperation will be given the junior college, (2) that the rules and regulations set up by the emergency schools administration will be followed. The recommended ratio of pupils to teacher, based on the average daily class attendance, is not less than 10 to 1. Length of term follows practice of standard colleges of the State.

*Instructors.*—Instructors are selected from those eligible for work relief and must have at least 1 year of graduate work in an accredited graduate school.

*Courses.*—They parallel as closely as possible the freshman and sophomore courses in standard colleges of liberal arts.



Offerings for 1934 included United States and European history, English, French, German, Spanish, college algebra, trigonometry, psychology, sociology, biology, physical sciences, political science, art, journalism, economics, engineering, and public speaking. The ability to secure qualified instructors, the number of students, and local conditions determine the number and types of classes.

*Admission requirements.*—(1) Graduation from a first-grade high school or similarly accredited school or, at the discretion of the director of the center, a mature person of at least 21 years of age who can carry on the work with profit; (2) financial condition which prohibits attending college.

*Credit.*—Courses enable students to secure provisional certificates of credit. The number of hours of provisional credit acceptable is regulated by the college or university to which the student transfers.

*Extracurricular activities.*—Individual emergency junior colleges report student councils, glee clubs, debating societies, athletic teams, dramatic clubs, and dances.

*Financing and housing.*—The local boards of education usually provide housing in senior high schools, furnish the light, heat, and janitor service. Individual emergency junior colleges report the use of other city buildings, of machine shops of local concerns, rooms in public libraries, the Y. M. C. A., and the Y. W. C. A. The space is donated. Students purchase books and supplies or in case of need they are furnished by local organizations. The teachers are paid from relief funds on an hourly wage basis.

*Tuition fee.*—There is no charge for tuition.

*Extent of program.*—On February 1, 1935, 1,090 students, of a median age of 19, were enrolled in junior college centers in 26 communities. Sixty-two teachers were employed. Four other centers were being established at that time. The enrollments in six of the most popular courses taught were: 515 in English, 359 in psychology, 295 in history, 153 in French, 150 in college algebra, and 140 in sociology.

### *Emergency Colleges in New Jersey*

*Origin and organization.*—In March 1933, the county superintendent of schools of Union County appointed a committee of school administrators to study educational opportunities offered for high-school graduates. A survey made by this committee showed a large number of high-school graduates in Union County financially unable to continue education or to find employment. The emergency relief director for New Jersey became interested in the problem, met several times with the committee, and agreed to finance the establishment of a Union County junior college. The deans from Princeton and Rutgers, with the help of a member of the State department of education, prepared a well-balanced program of studies to meet the varying needs of the junior college students. Housing was secured, and an educational director appointed. Working under the guidance of the general committee, the director selected a faculty of 14 instructors. The junior college opened October 16, 1933. Between 1933 and 1935 five more emergency junior colleges were established, one in each of the following cities: Long Branch, Morristown, Newark, Paterson, and Perth Amboy.

*Administration.*—A State supervisory board is provided. It consists of representatives chosen from the State board of education, the State board of regents, the faculties of Princeton and Rutgers Universities, and the high-school faculties of the State. This board supervises the educational program and work of the emergency junior colleges. The State supervisor of junior colleges is the executive officer of this board. Each emergency junior college is under the supervision of a board of trustees, and has a dean, librarian, and secretary. The college terms follow a regular university calendar from the middle of September through the middle of June. Classes meet Monday to Friday between 4 and 9:30 p. m.

*Instructors.*—The instructors are selected from among New Jersey teachers in need of employment, qualified in their respective fields, and professionally trained. Seven percent of the junior college staff members hold miscellaneous degrees; 29 percent, bachelors' degrees; 47 percent, masters' degrees; and 17 percent, doctors' degrees.



*Courses.*—Major course offerings consist of arts and sciences, business administration, and engineering. Classes are available in economics, business, engineering, English, French, German, Spanish, Latin, fine arts, health, recreation, mathematics, psychology, philosophy, science, and social science.

*Admission requirements.*—(1) Residence in New Jersey and financial inability to attend a college; (2) certified transcript of previous college or university work, if any; (3) certified statement of graduation from an accredited high school, or evidence of having passed the qualifying examinations of the State board of education; (4) demonstration, through guidance and classification tests, given by the junior college, of ability to carry college courses with success.

*Credit.*—A new institution is not accredited by the State department of education until it has proved that it has a reasonable expectancy of becoming permanent and that its financial support is adequate for meeting certain minimum requirements. A number of universities have, however, without this official endorsement accepted students by transfer from the emergency junior colleges. The amount of credit each receives depends upon the subsequent record of the student in the institution to which he transfers.

*Extracurricular activities.*—Various activities are fostered, such as: Business administration club, engineers' clubs, French and German clubs, history club, science club, social problems club, debating, dramatics, band, chorus, orchestra, glee club, chess club, student dances, student council, baseball, basketball, tennis, and track.

*Financing and housing.*—Federal Emergency Relief Administration funds are used to finance centers. The emergency junior colleges are housed in local educational institutions. Laboratories in the high-school buildings and in the teachers colleges housing junior colleges are available for science classes. Colleges use the community libraries. In addition, each college builds up a library to complete minimum requirements by borrowing from the New Jersey Public Library Commission, and by purchase

of books. Citizens also donate books to some of the emergency junior colleges.

*Tuition fees.*—Tuition is free. Each student buys books and supplies. He also votes dues for membership in student organizations formed.

*Extent.*—In January 1935, there were more than 2,000 students in the six emergency junior colleges.

### *Federal Junior Colleges in Connecticut*

Connecticut has made use of emergency funds to establish Federal junior colleges. These colleges are located at Bristol, Farmington, Hartford, Meriden, New Haven, and Winsted. Each center has developed in its own way, responding to the special need of the community. They are under the direction of the supervisor of field service for the State department of education. The center at New Haven started in the fall of 1934. It was initiated by the Y. M. C. A. and Y. W. C. A., working in cooperation with the local board of education. Its original plan was somewhat unusual in that it provided for extracurricular activities to be given equal importance with classroom instruction. However, the tendency has been to move toward traditional procedures. Instructors are paid from relief funds. Housing is furnished by the Y. M. C. A. and Y. W. C. A. This center reported an enrollment of 400 at the close of the year in June 1935.

The preceding examples of emergency colleges to provide for the continuance of general education on a college-credit basis represent some of the variations of State-administered programs dependent largely upon the use of relief funds. The programs in Michigan and New York illustrate cooperation in the way of supervision on the part of established publicly supported colleges and universities with the emergency educational colleges for young people undertaken by local boards of education. The Ohio plan represents a working relationship between the State relief administration and local boards of education, while those in New Jersey and Connecticut have developed more as a joint program involving the State department of education or State educational authorities and local boards of education. Other



communities have provided emergency colleges either independent of relief funds or unique in their special provisions. The experience of a few of these suggest other arrangements.

#### LOCAL PROGRAMS

##### *Portland (Maine) University Courses*

In the spring of 1933 members of the Y. M. C. A. staff realized that many high-school graduates who ordinarily would attend college were being deprived of this opportunity because of financial limitations. Since there is no local college of which they might avail themselves, the Portland University Extension Courses, Inc., was organized, offering a 2-year program in business administration, with credits accepted by Boston University, and a freshman course in liberal arts for students desiring a classical education or preparatory courses for careers in medicine or engineering. Credits are acceptable at Bates, Bowdoin, and Colby Colleges, and at the University of Maine. Officials of the Portland Y. M. C. A. initiated the program through a series of conferences with educators and others, resulting in the formation of the Portland University Extension Courses, Inc., governed by a board of 17 trustees, including official representatives of the cooperating universities and colleges. The Portland Y. M. C. A. provides certain executive and instructional services. A resident educational director is employed.

Attendance is required 16 to 18 hours a week through the period September to May. High-school graduation or the passing of an entrance examination admits students. In general, entrance requirements are those announced by the college for which the applicant is preparing.

The faculty of eight persons is fully qualified for the positions by education and practical experience. The members are aided by the heads of the corresponding departments of the College of Business Administration, Boston University, who personally supervise the various courses, and by officially appointed representatives of the cooperating colleges of Maine.

The college is self-financing. An annual tuition fee of \$200 is charged. The cost of books and supplies for each year is from \$20



## UNIVERSITY EXTENSION CLASSES

MANY universities provide extension courses for classes held off the campus and for individuals or groups taking the work by correspondence. Courses may be either of high-school or college level with provision made for the giving of standard credit where desired. Entrance requirements for courses carrying college credit are the same as for resident college work. So flexible is the general plan for this type of work that Dr. L. R. Alderman, specialist in adult education, United States Office of Education, has stated:

Wherever the mails go, university extension may be had, and where a sufficient number of persons in a community desire to study the same subject, in all probability an instructor of some college or university may be found to guide them. . . . Work done by extension, either through correspondence study or in classes outside of the institution, may be credited toward a degree in many colleges and universities. . . . In general, institutions that offer services of this nature permit one-fourth to one-half of the work necessary for a bachelor's degree to be earned by correspondence.

University extension programs are available from many sources, and information regarding these programs usually may be had by writing either to State departments of public instruction or to the nearest State university or college. Only a few cases of this type of service are included in order to indicate the manner in which communities have utilized the plan in the past few years to provide continuing education for high-school graduates who are unemployed and unable to attend a resident college. The cost of these programs varies greatly from the standpoint of both the individual and the community, according to the character of the service.

### *The Wisconsin State-Wide Plan*

Provision on a State-wide basis for continuing education for persons who have dropped out of the full-time day school has been a part of the Wisconsin regular educational program for many years. University extension provides for instruction on college and university levels by means of classes provided in some 50 centers. During the present period, when many high-school

graduates have been unable to continue education, provision has been made in a number of centers for college instruction affording a maximum of 2 years' extension credit. Local committees for educational and vocational guidance have been instructed to establish contact with all high-school graduates and former high-school students in order that these out-of-school young people may be adequately cared for in any one of several ways: Through return to the day school, enrollment in local colleges, enrollment in the vocational schools in cities of 5,000 or more, or through the facilities of university extension classes and university correspondence courses.

*Racine.*—The plan in Racine represents a use of university extension courses for credit purposes. Beginning in September 1933, the board of education, because of overcrowded conditions in the high school, debarred postgraduates from attendance. A group of people in the community, consisting of the superintendent of schools, principals of the high schools, the secretary of the Y. M. C. A., the secretary of the Y. W. C. A., and a local attorney, held meetings to discuss the problem thus created, and decided to organize a leisure-time college. Letters were sent to all high-school graduates, unemployed and not in attendance at some college or university, inviting them to meet with the group to discuss plans for organization. After a number of meetings, university extension classes were arranged in college subjects to include algebra, economics, English, and French. These classes were taught by instructors sent from the university, which made it possible to give college credit. In addition, classes were formed in dramatics, public speaking, writing, current problems, and in any other subject or activity where the enrollment was large enough to justify instruction. The leaders for these classes were selected from volunteers in the community. Recreational activities were provided in the Y. W. C. A.

### *Local Examples*

*Appleton, Minn.*—Since it was apparent, because of agricultural conditions and ravages of drought, that many Appleton high-school graduates who, under normal conditions, would go to college or university would find it impossible to do so, the "Depres-



sion College" was set up in the fall of 1932. There is no college or university within a radius of 120 miles. The board of education initiated the move to secure an instructor from the University of Minnesota to serve the Depression College. Members of the high-school faculty also took part in the teaching program. One of the deans of the university assisted with the organization of a university-supervised study course. Provision was made for 1 year of college training. In the first year, 1932-33, 23 students enrolled for modern world history, freshman English, and principles of economics. These subjects were included since they are prerequisite for practically all university academic degrees. No electives were provided. Each class met five times a week. Instruction included lectures, class discussion, and outside reading. Successful completion of the course entitled the student to full credit provided that he later complete a year of residence work at the university. In 1933-34, 37 young people, including individuals from 5 adjoining towns, made up the group. Latin, college mathematics, and a course in the mechanism of exchange were added. In 1934-35 additional courses were introduced. The cost of the program has varied. In 1933-34 students paid \$7 a month for a period of 9 months. This paid for tuition, textbooks, and university examination fees. During 1934-35 advantage was taken of the opportunity to secure two teachers, paid \$66 a month through SERA funds, and tuition fees were reduced to \$3 a month. The Appleton school district provided housing and library facilities.

*Proctor, Minn.*—Two years ago a canvass was made of the entire school district and also of the surrounding rural territory to determine the desire of each young person for further schooling. About one hundred young people were consulted. Fifty-five of these were induced to reenter the high school. The university extension division, operating in Duluth, was requested to send instructors regularly to the school to conduct university classes in English, mathematics, psychology, and sociology. These are college credit courses, acceptable at the State university. The school board paid for the tuition and supplied books at a cost of \$1,200. Young people reported at the school for class work, but were not required to remain longer than their class period. This arrangement made



it possible to care for a considerable number without interfering with the usual school program. Since these young people were enrolled in the high school, the school received State and county aid for their education on the same basis as for other pupils.

*Atchison, Kans.*—The public schools cooperate with the University of Kansas in giving courses in English history and German, for which students unable to attend college may receive credit from the university. Students may take a maximum of 10 hours a semester. Classes are held in the high school and in the Y. M. C. A. Teachers are secured through the relief program and are approved by the university before credit may be allowed. Each class meets twice a week for a 2-hour period.

*Erie and Johnstown, Pa.*—The university extension course plan has been used to establish junior colleges for full-time students able to pay for tuition while living at home but unable to go away from home to attend college. These junior colleges are maintained by the University of Pittsburgh under the direction of the university extension division and have the endorsement of local school authorities. The same curriculums for the freshman and sophomore years are available at these centers as are found at the University of Pittsburgh and practices followed for off-campus classes are the same as those at the university. Credit, likewise, is the same as for resident work. Resident instructors for each center are approved by the departments of the university concerned. Heads of departments supervise the instructional work. Each center has a director responsible to the university extension division. The tuition fee is \$10 for each semester credit and averages about \$300 a year for a student carrying a full schedule. The Johnstown center is housed in the administration and high-school building, while the Erie center has offices and classrooms in the Erie Trust Building.

#### **UNIVERSITY EXTENSION CORRESPONDENCE COURSES**

THE public schools have used correspondence courses from divisions of university extension and from commercial sources in a limited manner over a period of years to supplement their regular programs for full-time pupils. Correspondence courses are suited either to individual or group use. More recently, the edu-

cational needs of young men in the Civilian Conservation Corps, high-school graduates unable to attend college, and others from the large out-of-school group desiring to continue education under a program of directed and supervised study have given impetus to the use of correspondence courses under a plan of group study.

The number and types of courses provided include a wide range. Elementary-school subjects, high-school and college courses are available. Flexibility governs the regulations with respect to the entire program. The group can meet day or evening. Courses may start at any time that a group is assembled. They are supervised in various ways: By teachers secured from the regular school staff; by special teachers employed locally; by high-school principals; by volunteers brought into the school or other agency sponsoring the program; by emergency teachers paid from relief funds; by rural teachers designated as supervisors for students in high-school courses who are unable to attend an organized high school.

Under the group plan, one correspondence course usually serves the class. This course may be provided without cost or one person representing the group may enroll and the cost be assessed to the class members or to the school. Where credit is desired, it is frequently necessary that each member of the group pay either an enrollment fee, an examination fee, or both. However, even these costs often are absorbed by the local school, by State appropriation, or handled out of emergency funds for unemployed young people. The university extension division, or some other source, furnishes the lessons, handles clerical work, corrects and returns papers, and gives examinations. The conditions for credit and the amount of credit for group correspondence work varies. It is frequently required that the local school authorities assume responsibility for the work being well done and in accord with the regulations of the university extension division of the State.

The ways in which a few communities are using supervised group correspondence courses to enable young people to continue with general education on both the high-school and college level suggests the adaptations that are being made to meet needs of out-of-school young people.



### *Nebraska Correspondence Study*

The university extension division, with the aid of a staff of relief workers, has made available supervised correspondence study for use in regular school programs and through relief study centers. Where credit is desired for the course, certain conditions must prevail, namely:

- (1) Approval of the superintendent of schools where the work is done.
- (2) Appointment by the school superintendent of a local instructor to act as supervisor.
- (3) Provision to pay registration fee.
- (4) Arrangement by local supervisor of time schedule for the work of the student.
- (5) Carrying out of instructions of the university extension division by the local supervisor.

*Omaha.*—University-supervised correspondence courses are used by the board of education to provide particularly for out-of-school young people. The project was informally called "The New Deal University." Four centers were established, two of these meeting in one of the high schools and two in the Y. M. C. A. The leader of each center is an experienced teacher who gives assistance where necessary but does not conduct regular classes. The teacher in charge of each center is paid from relief funds. There were two sessions of 8 weeks each at the time the project was reported. Classes met 6 hours a day and 5 days each week. In the first session 160 enrolled, while in the second there were 117. FERA funds supplied a supervisor and one reader at the university for each study center. A large proportion of students of these centers completed the work and secured credit from the University of Nebraska.

*Kearney.*—The same plan is used for out-of-school young people. The board of education sponsors it and provides facilities in the high school, which include textbooks, library supplies, and study room. The salary of the director is paid from relief funds.

In April 1935 there were 62 active relief study centers in the State with a total enrollment of 408. Courses taken by this group included 773 on the college level and 215 on the high-school level.



### *Kansas Emergency Extension Classes*

The Governor and the board of regents requested the five State colleges to develop emergency extension class programs for out-of-school high-school graduates. Classes are provided for a local group of five or more students following the outlines of the correspondence study courses provided by the State institutions. Only courses of junior college level are offered. Instructors are members of the high-school staff, volunteers, or unemployed teachers paid from relief funds. The local superintendent of schools recommends appointment of instructors subject to approval of the faculty committee of the State college supervising the work and granting the credit. The class group divides the cost of the correspondence course and each member pays \$1 additional fee for examination. The courses are not started until after all students who can afford to go to college have left.

In 1935, classes at Pratt, Ashland, and Atchison used teachers paid from Federal relief funds. At Otis, the principal serves as instructor, while other places report the use of regular high-school teachers.

### *Study Groups on County Basis*

*Alexander County, Ill.*—Correspondence study groups for young people unable to continue college education are organized under the teacher-counselor for the county in the emergency education program. The University of Indiana correspondence courses are used. Sixty or more students were enrolled in each of the following: English, French, history, mathematics, and sociology. Each member of the group shares in the cost for a given course and pays an additional fee of \$2.25 per course in order to register for credit with the University of Indiana. Civic organizations have provided funds for those unable to take care of this charge. Teachers or supervisors are paid from emergency education funds.

### **HIGH-SCHOOL CLASSES FOR POSTGRADUATES**

MANY communities report former students returning to the public school after graduation. Unable to go to college, many of these postgraduates take courses that will give added preparation for college entrance; others are continuing general education while

seeking employment; still others are entering commercial and vocational classes to prepare for employment.

While emergency colleges, extension courses, and correspondence courses have been organized to further the educational purpose of the individual either through a plan of full credit, or provisional advanced credit, this objective is not so marked with respect to the postgraduate returning to high school. Postgraduates in regular high schools appear to be greater in numbers where there is inadequate provision for continuing education in the community. In some cases, new courses have been added for these students, but the general practice is rather that of admitting them to courses not taken during their undergraduate term, provided the class section is not filled. Ordinarily, a tuition fee is not charged. Where a charge is made, it is small and may take the form of work for the school for a limited number of hours a week. Variations in the policy with respect to postgraduate students may be seen in the practice of a few schools.

*Jackson, Mich.*—A social problems course was organized in 1933 when 200 students returned to the high school as postgraduates. Lectures, class discussions, debates, reports, talks by outside speakers, current events, and visits to local establishments and civic institutions constitute the class procedures in the 8-unit course. Units included are: Society in general, modern psychology and social problems, population and immigration, race, family, economics, crime, and world organization. In addition to the course work a special semester report based on the study of a local community organization or activity with a spot map related to the report is required. To do the necessary research and make community contacts, 1 day weekly is set aside during the last 8 weeks for students to work in the community in lieu of attending class. Weekly papers are written by each student on timely topics of local, State, national, or international interest. In addition, each student is required to perform 5 hours a week of social service in the community. While the course started out on a basis of no tuition fees, it became necessary to make a charge of \$3 which resulted in a decrease in enrollment. The studies completed by this group have revealed community needs and led directly to many desirable improvements in the community.



*Canandaigua, N. Y.*—Early in the fall of 1934 a survey was made of the high-school graduates who were unemployed. A preliminary meeting of these young people was called, but not much enthusiasm for an educational program was shown. One or two of the number were employed to make a house-to-house canvass, using a list of graduates which the board of education had prepared. After Christmas, supplementary meetings were held and the group was organized. Classes were formed in the following subjects: Commercial art, accounting, typewriting, stenography, commercial arithmetic, geology, and the heat treatment of metals. Physical education for boys was held on Saturdays in the high-school gymnasium, and for girls, Thursday afternoons in the Y. M. C. A. gymnasium. In general, these postgraduate groups met every other evening, the classes being arranged so that practically every student could take all the subjects for which he registered. The largest registration was 102, but the number dwindled as the season progressed. The activity was initiated and financed by the board of education.

*Oakwood, Ohio.*—A decided effort was made to bring all unemployed young people of the city into the high school. This was done by advertising in the papers, by sending word home through high-school pupils, and by telling individuals directly. A special room was assigned to this group, where they carry on any desirable activity and where they initiate movements that are helpful to them individually and as a group. The largest number have taken one or more commercial subjects. In this connection they have inaugurated a placement bureau. Many have succeeded thereby in securing employment. The personnel of the group has changed because of employment and because of new members entering. It is planned to enlarge this work as the need continues.



# PART 2

## Part II

### FREE-TIME EDUCATIONAL ACTIVITIES

WHILE, as has been shown, credit courses for out-of-school people unable to continue education through the usual program have been provided in many places, less formal educational activities have developed on a wide scale and on a basis exceedingly responsive to the need and interest of the great number of young people not interested primarily in high school or college credit. It is characteristic of free-time plans that class offerings embrace virtually every conceivable interest for which there is a demand. The interest appeal predominates throughout, since a class lacking in interest or failing to meet the need or desire of the individual quickly becomes a lost cause and passes out of existence. There is no credit motive nor compulsion to insure attendance.

Groups have been formed both with and without teacher-leaders. They may consist of formal classes, informal discussion groups, forums or clubs. Teachers are supplied from the regular school staffs, from relief rolls, from sponsoring agencies, from volunteers among business, trade, or professional workers of the community; or the group may elect or appoint its own representatives as leaders. Many free-time classes have been organized specifically for out-of-school youth during recent years. Their establishment is due, in some cases, to the discontinuance of public-school evening classes, but more often they represent programs to supply educational opportunity not available in the community.

Sponsoring agencies for activities of this kind are nearly as varied as the organizations in any given community. The public schools, the "Y"'s (Christian and Hebrew), local clubs, for women, religious groups, settlement houses, museums,

libraries, business organizations, councils for adult education, the Federal Emergency Relief Administration, and the Cooperative Agricultural Extension Service represent a few that have initiated free-time classes.

From the many cases reported, a few examples indicate the character, organization, and sponsorship of the free-time educational activities.

*Homestead, Pa.*—The Carnegie Library of Homestead (a suburb of Pittsburgh) has a "Depression University", whose background is largely the 40,000 volumes on the library shelves. The project (a night school) was started in August 1932 by a local minister and attracted six students. There are now 500 students enrolled, one-third of whom are young women and two-thirds young men from 18 to 25 years of age. In the beginning the teachers were graduates of colleges and universities who volunteered their services. Later they were paid from \$40 to \$60 a month from relief funds. Classes include: Business, business law, shorthand, English, Spanish, history, economics, public speaking, mathematics, physics, drama, and child training. Many of the students belong to the athletic club, located in the library. Dramatics have proved popular, as many as 17 different amateur dramatic groups have given plays in a single season. The entire school meets weekly for an appropriate, inspirational address. The Carnegie Library, where the school is housed, is in the nature of a community building, which includes the library, a music hall, and an athletic club. The library is so built that it lends itself to directed study or reading in groups. Eight rooms and an auditorium are adaptable to this type of service. The music hall is equipped for theatrical work. The athletic club has a gymnasium, billiard room, swimming pool, and bowling alley. If the library cannot furnish textbooks, the funds for their purchase are raised through plays and dances. If a student does buy a textbook, this is his only expense in attending the Depression University.

*Cincinnati, Ohio.*—The adult education council keeps a file of all classes offered by educational institutions of recognized standing in the city. Young people requesting information regarding free classes or classes for which a nominal fee is charged are



referred to those that meet their need. In addition to the classes of regular programs, the following free courses taught by volunteer instructors were provided in 1935 for persons over 16 years of age: Typing, business law, psychology, public speaking, short-story writing, beginning and advanced piano, commercial art and design, fashion drawing, freehand drawing, rapid sketching, linoleum block printing, and education for marriage. This last course attracted between 90 and 100 young people. Classes are held in public and private buildings for which there are no rental fees.

*Denton, Tex.*—During February, March, and April 1935, a local committee on adult education organized 18 to 20 classes for out-of-school youth which were conducted for a period of 10 weeks, meeting from 2 to 6 hours a week. Volunteer instructors, without pay, were secured from the two State Colleges in Denton and from among public-spirited citizens. Approximately 450 young men and women received instruction in the following courses: Typing, business English, bookkeeping, commercial arithmetic, salesmanship, vegetable and flower gardening, radio, clothing, and Bible.

*Seattle, Wash.*—The council of social agencies appointed a committee on unemployed young people in the spring of 1933 which later became the leisure-time-activities committee. A subcommittee on education sponsored the free-time school for an 8-week term. Two committee members volunteered services to register students. First-term enrollments numbered 129 in salesmanship and personality, 95 in current modern problems, 84 in brush-up dictation, and 75 both in current events and mental hygiene. Instructors from the University of Washington and from among business and professional men served on a volunteer basis. Classes met during the day in a downtown building, rent free. The total expenditure was \$35.81 during the fall term. Forty-one percent of the total enrollment came from the age group of 26 years and under. Following the second term, the FERA program replaced the free-time school.

*Portland, Oreg.*—The Portland branch of the American Association of University Women in February 1933 opened free-time



arrangement with the chancellor, dean, and heads of departments of the University of Pittsburgh has made possible a plan for courses giving college credit, taught by three instructors formerly at the university. Relief funds financed the instruction, while the North Braddock Board of Education provided room in the high-school building.

*Carthage, Mo.*—As a part of the emergency adult education project, regular academic or liberal arts courses are provided on the junior college level, under the direction of the superintendent of schools. In addition, certain professional courses are accredited as junior college courses by the University of Missouri on the same basis as those of regular junior colleges. Persons completing 60 semester hours of junior college work are prepared for positions in the rural schools and are reported to be quite successful in securing positions. College buildings abandoned by the Missouri Conference of the Methodist Church are used. Seventy-three young people were enrolled in 1935.

*Greenville, Ohio.*—Miami University, located in Oxford, Ohio, offers junior college work to any community within a 50-mile radius where the demand is sufficient to justify the travel of professors. Twelve young people in Greenville completed the first year's work. Each paid a tuition fee of \$150 for the year, which merely covered the expenses of instructors. The local board of education furnished classrooms. Those who took first-year work

An unusual feature was the service of local men and women engaged in other professions as instructors on a volunteer basis. Among these were doctors, lawyers, ministers, and merchants. However, the program did not continue a second year due in part to the fact that a number of boys entered the CCC camps and girls found employment through the FERA.

The foregoing types of emergency junior colleges as indicated both by enrollments and by statements of persons familiar with their operation are meeting the need of a considerable number of young people to continue with their general education. Reports indicate that many students, upon completing the work of the emergency colleges, are able to continue in the established colleges as advanced students. While these schools represent temporary measures to meet an emergency situation, some undoubtedly constitute the start of a new unit of service to be continued as a part of the community educational program. Primarily an expedient to enable young persons to continue with college education, these emergency colleges serve a relatively small percentage of the youth of the community. The curriculums are, for the most part, limited. Some directors of these programs indicate that a much greater number of young people could be served through the introduction of more practical courses, thereby furthering the vocational preparation of out-of-school and unemployed young people. State departments of education are in a position either to assist communities with the establishment of emergency colleges or to direct communities to sources of help.



twice a week over a 10-week period. Every 10 weeks, a council made up of one girl from each class plans for additional classes and evaluates the ones of the session just past. There is no membership nor registration fee. Teachers are volunteers.

*Wilkes-Barre, Pa.*—The "Hi-Y College" was opened by the Y. M. C. A. in January 1935 following a meeting of interested young people of the community. Noncredit, collegiate-grade courses in psychology, biology, sociology, economics, political science, history, philosophy, English literature, and physical education were provided for unemployed high-school graduates. Eighty-six high-school graduates enrolled for a 15-week course. No fees are charged. Books come from the "Hi-Y" and Bucknell Junior College libraries. The Y. M. C. A. provides housing and the teachers are furnished by Bucknell Junior College. A student council sponsors mass activities, including publication of a weekly bulletin.

#### **LIBRARY READING COURSES**

MANY local libraries, State libraries, and university extension divisions have reading courses and book lists for the use of individuals and groups. How one State library established a "mail-order" free-time study program illustrates a unique service planned primarily for rural youth.

*Oregon.*—Noncredit and nonfree library reading courses, sponsored by the State library, were first offered in December 1932 for the purpose of giving instructive reading courses to young people unable to attend school and unable to enroll for correspondence courses. The "mail-order" library, on a State-wide basis, was initiated at a luncheon conference called by the State librarian. The State superintendent of schools and the heads of State educational institutions, and associations and branches of national organizations took part in the conference and participated in inaugurating the service. A course is prepared on any subject, each course consisting of an individual list of books (four or five books are the usual number recommended), carefully selected to meet the educational preparation and experience of the student as shown in his application blank. This leads to entirely different books on the same subject being sent to students

of different training and experience. The first book recommended is sent with a letter outlining the course. The remaining books are reserved and mailed at intervals of 1 month, or oftener if desired. Authoritative book lists are used in preparing courses. Heads of departments from the University of Oregon and the Oregon State Agricultural College have recommended books in specialized fields. The courses requested have varied, with more of them vocational than cultural in nature. In June 1935, 470 persons were registered. Since December 1932, 3,221 students have enrolled for 3,696 courses covering 500 subjects. Registrants are reported from 35 counties, CCC camps, transient camps, and State institutions. Some of the large local libraries of the State prepare reading courses for their readers. The "mail-order" library has functioned primarily for rural youth. The only cost to the student is postage on books, usually about 5 cents a volume each way at a special library mailing rate.

#### **RADIO BROADCAST CLASSES**

THE use of the radio has brought a new type of free-time class to serve individuals and groups. Regular courses have been put on the air from resident classrooms, and special courses have been prepared for in-school and out-of-school classes. Study guides, discussion plans, library services, and other aids have been developed to adapt radio lessons to the use of groups participating in the program under a teacher-leader. The following are examples of this type of free-time classes serving many individuals in an unusual way.

*Ohio.*—The Emergency Radio Junior College, established in January 1934, offers out-of-school young people a means of continuing education. The director of the Ohio School-of-the-Air served as consultant for setting up the project. A faculty committee of Ohio State University supervises educational and administrative details. Courses are broadcast by the faculty over the university station, WOSU. During the winter of 1935, courses in English, homemaking, legal and criminal psychology, philosophy, art appreciation, education, and engineering, parallel or similar to those of the university, were broadcast. Regular university credit is not given but special emergency credit up to



30 hours may be had toward a degree upon examination of the student at the time of entering the university. The county is the local administrative unit. Work relief teachers, provided by the Ohio Emergency School Administration, organize, enroll, and supervise classes. In some counties, where teachers on work relief are not available, the public schools lend supervision. The FERA provided stationery, postage, syllabi, manuals, supplementary notes, readings, and examinations. Reference books are made available at local libraries by the State librarian. In addition, students may secure books by mail from the State library. Students are enrolled from 77 of the 88 counties of the State and from several other States. The known enrollment has increased by about one-third each quarter. More than 100 young people are registered for the Junior College in Dayton.

*Wisconsin.*—The college of the air was started in October 1933, to meet the need of out-of-school groups. The State-owned stations WHA [Madison] and WLBL [Stevens Point] are used as sending stations. The broadcasts are under the joint sponsorship of the State board of vocational education, State department of public instruction, Wisconsin Teachers Association, State board of normal school regents, University of Wisconsin, Madison Vocational School, Wisconsin Press Association, and the State-owned broadcasting stations. Weekly half-hour lessons for each of 10 courses are broadcast through a 30-week period starting in September. The nature of the subjects is indicated by the following topics: "Farming Tomorrow", "Contemporary Capitalism", "The World of Music", "Homemaking as a Hobby", "Science at Work", "Your Wisconsin", and "Ancient World Through Modern Eyes." Last year more than 14,000 course enrollments were recorded. Lessons, study outlines, examinations, certificates of achievement, and personal help are provided without cost. Listening groups are being organized.

### FORUMS

FORUMS for the discussion of current social-economic problems and questions of interest to youth have been organized in many communities to engage the free time of young people in constructive educational activity. Many different techniques are

used in promoting discussion which are equally applicable to adult groups and older youth groups.<sup>1</sup> For those interested in developing youth forums, there are numerous publications dealing with the successful methods of organizing and conducting fruitful discussions.<sup>2</sup>

Some of the forum programs which have been operated in various communities with success are:

*Michigan.*—Here a State-wide program of youth-adult hearings, following the pattern of congressional hearings, is conducted. The youth problem for study is presented by speakers chosen by the local youth-adult committee.

*Fall River, Mass.*—A young people's division of the civic forum has been established to encourage youth to take an interest in the community problems of Fall River. Thirty college students, who gather each week to plan semimonthly meetings, are the leaders of the youth forum. They organize programs of lectures and discussions for 120 other members of the group. In addition, the young college people direct special studies and research on youth, vocational guidance, the development of recreational leadership, and local conditions in general. An adult advisory board of 10 persons assists with the work of the young people's division.

*Richmond, Va.*—Twelve forums for young people, 17-25 years of age, meet in the central building of the Y. M. C. A. and sectional forums of church youth meet in four districts of the city, using churches or schools. Forum subjects are selected by the groups and relate to current events, preparation for marriage, local social conditions, old-age and unemployment insurance, objectives of the New Deal and other topics. The forums meet every 2 weeks. The part-time service of a relief helper has been used in organizing the forums. Approximately 1,000 young men and women participate.

<sup>1</sup> For a discussion of the general forum movement and techniques of forum organization, see "Education for Democracy—Public Affairs Forums", by Studebaker, J. W., and Williams, C. S. (U. S. Office of Education, Bulletin 1935, No. 17.)

<sup>2</sup> Ibid, see bibliography.



*Natchez, Miss.*—The Young Men's Forum, organized in the summer of 1934, numbers 25 to 30 members. Two members of the group are usually designated to prepare a subject for discussion. Topics are of a social, economic, or political nature and have included such subjects as old age pensions, TVA, State institutions, the jury system, workmen's compensation, and the Italian-Ethiopian war situation. The discussion is followed by round-table talks. Meetings are held every other Thursday night and are well attended. A contribution at the door is taken to defray expenses. Officers, including a president, vice president, and secretary, were elected from the floor. The president serves as chairman, enforcing parliamentary rules.

### **EDUCATIONAL PROGRAMS OF CLUBS**

#### *Clubs in Urban Areas.*

Clubs and special-interest groups, having combined educational, social, and recreational values, represent an important contribution to the free-time program for out-of-school youth. The educational programs range from informal discussions led by club members or by paid leaders to formal class instruction. Social agencies, schools, religious groups, business organizations, luncheon clubs, fraternal organizations, and others have sponsored clubs with educational objectives for out-of-school youth, principally in urban areas. The club provisions of one community for young men, out-of-school and unemployed, afford an interesting example of a well-coordinated program and one which offers suggestions to other communities.

*Youngstown, Ohio.*—The formation of clubs for young men, unemployed and out-of-school, has had an amazing growth. These clubs are organized on a neighborhood basis, about 50 in all, with a total membership of 3,000 young men. Two members of the school staff give a great deal of their time to this activity. In addition, some 10 or 12 emergency relief teachers have been assigned to the work. Agencies such as the Y. M. C. A., Big Brothers groups, the courts, and others cooperate in promoting the program, and in providing facilities. The board of education has turned over eight obsolete school buildings and five or six other buildings which the boys have converted into satisfactory

clubrooms. Settlement houses, park buildings, store buildings and basements, barns, and unoccupied houses also have been used. Rooms are equipped largely by gifts from people in the vicinity and, in practically all cases, include a radio, ping-pong table, quiet game equipment, and reading matter. An athletic program served to initiate a number of the clubs. With the coming of emergency teachers, an educational program was launched with classes held in the clubrooms. A review of educational activities of the various clubs reveals classes in government, parliamentary law, current events, history, health, and many other subjects. The growth of these clubs created a need for a central organization. With the aid of a committee of men who acted as advisers, a federation was established. This federation consists of a representative from each club. These representatives met weekly to discuss problems and plan programs. When the federation became too large for effective work, sectional branches were organized as east-side, west-side, and south-side federations. Each club has an adult supervisor or adviser.

*New Orleans, La.*—Forty unemployed, out-of-school young women between 16 and 21 years of age have formed the "Not Yet Employed Club" under the business girls' department of the Y. W. C. A. The group organized on its own initiative, in January 1935, for the purpose of holding educational and recreational programs in the afternoon. Most of the members live in the outskirts of New Orleans so that evening activities in the city are inconvenient for them. The club is a self-governing body which elects its officers and committees and plans its programs independent of the "Y". On one afternoon each week, from 2 to 6 o'clock, classes are held at the "Y" building in sewing, cooking, English, gymnastics, and dramatics. As the demand for classes increases or changes, the club will expand its program. Instructors for courses are provided by the "Y" staff, relief workers, and trained women who have volunteered their services. There is a small weekly laboratory fee for cooking classes and a similar fee for the first sewing lesson if the student does not bring her own materials. Admission to the club is not restricted to members of the "Y". On the contrary, the group is attempting to increase its number through publicity work with churches, social agencies, and civic organizations.



*Hugo, Okla.*—As part of the adult education program supported by relief funds, the Young People's Neighborhood Club for study and social purposes has been organized. Most of its 70 members are young men and women between 15 and 28 years of age who have not graduated from high school. They meet five evenings a week in a school located in the ward where most of them live. One evening each week is devoted to recreational activities, and on the other nights classes are held in the following subjects: Citizenship, civics, current events, English, hygiene, mathematics, public speaking, penmanship, reading, and spelling. There are three teachers who conduct the work. A discussion period is held at the end of each class. Books and materials are supplied by the school department.

### ***Clubs in Rural Areas***

The majority of club activities of an educational nature reported from rural areas are the outgrowth of publicly sponsored programs for in-school and younger boys and girls. These programs are adapted to widely varying conditions. Assistance in organizing groups is available in virtually every county. The Cooperative Agricultural Extension Service of the United States Department of Agriculture, working through State and county leaders, sponsors 4-H Clubs for farm boys and girls. A relatively small proportion of 4-H Club members are from the age group 16 to 24, although many State leaders and individual county agricultural agents are working with clubs designed for older farm youth. The public schools, maintaining departments of vocational agriculture, sponsor the Future Farmers of America, as a part of the farmer-training program carried out under the national vocational education acts. Chapters of Future Farmers of America are found in more than 4,000 public schools. The membership is confined largely to in-school groups of high-school age, under 21 years, except in a few States where alumni chapters of Future Farmers of America are found. Types of club activity for older rural youth, far more widely adaptable and illustrated in this section, are confined largely to those growing out of the 4-H Club activities of the Cooperative Agricultural Extension Service. Vocational training in agriculture and home economics provided by the public schools for out-of-school farm youth is dealt with in the next section.

*Kentucky.*—Utopia Clubs have been formed as part of the program of the Cooperative Extension Service in Agriculture and Home Economics. The clubs provide for a full complement of officers, club insignia, and a ritual ceremony. The purpose is to provide opportunity for young men and women in rural communities to study their problems from an economic, social, and recreational standpoint, and to engage in useful enterprises to the end that their farm and home life may be more satisfying. Club membership is open to young people from 19 to about 28 years of age. At least six meetings of a local club are held each year. Business sessions, discussions, talks on timely subjects, and recreational activities are part of each program. A yearly conference of county representatives is held at Lexington to discuss problems of interest to the Utopia Clubs. The Cooperative Extension Service has prepared projects in outline form for use of club members of the following nature: Redecoration of a room, permanent pasture demonstration, poultry demonstration, tobacco growing, beef cattle production, and others. Tours to homes of members for the purpose of comparing projects are encouraged. There were 1,000 Utopia Club members in 25 counties during 1935. These clubs are sponsored locally by county agricultural and home demonstration agents.

*Older 4-H Club groups.*—Clubs for older 4-H Club members have been organized in various parts of the country, sometimes on a State basis, sometimes within separate counties. California has senior 4-H Clubs in 27 counties of the State, which hold regular meetings, and intermittent meetings are held in other counties. The county farm bureau and home demonstration agents act as supervisors and advisers. The State Agricultural Extension Service of Tennessee is trying out a plan of organizing older 4-H Club boys on a luncheon-club basis, meetings being held once a month, planned by a committee of five club members. Farm problems are discussed at the luncheon and usually an outside speaker is invited. Occasionally there is an illustrated lecture or motion picture. In these clubs as with most of those for senior 4-H groups elsewhere, the members carry on club projects of an agricultural nature. Clubs in Wyoming and Nassau Counties of New York State combine an instructional period with the business and



recreational features. In Nassau County there are classes in mechanics for the older boys in which the equipment of the New York State Institute of Applied Agriculture at Farmingdale, L. I., is used and the staff supervises the work. Clubs organized in Grant County, Ind., emphasize cultural training in their monthly programs, devoting themselves to such subjects as poetry and music appreciation, church history, patriotic literature. One meeting was given over to a visit to the astronomical observatory at Taylor University.

*Iowa.*—Rural young people's groups of a discussion type have been developed in many centers throughout the State. There were 46 of these clubs during the past year with an enrollment of about 2,500 young men and women between the ages of 18 and 30. Thirty of these organizations draw their membership from entire counties, while 16 are comprised of young men and women immediately surrounding high schools in which vocational agriculture and home economics are taught. The leadership for each club comes from within the group. County agricultural agents, 4-H Club agents, and vocational teachers of agriculture have aided in their establishment and then permitted responsibility for carrying on to fall on the officers. The Iowa State College Agricultural Extension Service provided one man during March and April 1935 to effect organization and to coordinate the work on a State basis. All groups meet at least once each month. Meetings provide for discussions relating to agricultural legislation, current events, and topics of mutual interest to young men and young women. Recreational and social activities have an important place on each program. Provision is made at Iowa State College during Farm and Home Week for a State meeting of delegates. In February 1934, 12 rural young people's groups were represented at the State meeting. Through combined efforts of the rural young people's clubs, the Iowa Farm Bureau Federation, the State department of vocational education, and Iowa State College, the 1935 State meeting brought together representatives from 28 local organizations to perfect a State organization and to serve as a training device to assist delegates to develop local programs. A monthly news letter for the exchange of ideas has been established. Annual dues average about 50 cents a person for local club use.

## SPECIAL COMMUNITY SCHOOLS

A SIGNIFICANT development in the public schools is the forum and evening class plan utilizing a combination of outside speakers, local leaders, and regular staff members. This is an educational service specifically for out-of-school groups which brings the school to the community. Many out-of-school youth are reported as enrolled in community schools of the type presented as illustrations.

*Sac City, Iowa.*—An outgrowth of the evening class in vocational agriculture is the adult education and forum program which attracts about 400 old and young people of this community. The board of education sponsors the project and has delegated the teacher of vocational agriculture as director. A community evening school council, made up of one representative each for farm men, farm women, town men, town women, and six others, including the high-school principal and representatives of organizations, functions in an advisory capacity. The council members likewise serve as chairmen of special-interest subcommittees responsible for instructional group meetings. Groups meet from 7:45 to 8:30 p. m., each Wednesday over a 10-week period. Evening classes in agricultural economics, poultry production, economic problems, home economics, music appreciation, and play production are included. The high-school teachers and local leaders serve as instructors. Following these group meetings, the forum lasting one hour brings all together in the high-school gymnasium. The forum for 1934-35 dealt with the general topic, "America Faces the Future." The purpose of the forum is to present a picture of the trend of the times. A prominent speaker introduces forum subjects which are critically analyzed in the open discussion following the presentation. Topics for 1935 included: "Whither Mankind?" "Society's Control of Crime," "Possibilities in Education," "Economic Democracy," "The World Adrift," "Socialized Medicine," "The Destiny of Rural America," "Will the Human Mind Stand the Strain of Modern Life?" "Why A Missouri River Valley Authority," and "The Challenge of the New Leisure." A \$1 enrollment fee covers the cost of forum speakers. Children brought to the evening meeting are cared for in kindergarten rooms of the school.



*King Ferry, N. Y.*—The Community School became a reality following the dedication of the new central school building in October, 1933. At that time the P. T. A. and others in the community suggested that an adult-education program be organized. Accordingly, a circular letter was sent out describing a proposed program and news articles were published in the local paper to stimulate interest. A fashion show was planned to attract people to the first meeting and 200 attended. Class registration followed. One hundred and four adults, including many out-of-school young people, enrolled. The attendance averaged 80. Agriculture, home economics, orchestra, rudiments of music, typewriting, and world affairs were the subjects offered. The courses were taught by the regular teachers of the local high school who served without extra pay. The district superintendent of schools conducted the class on "World Affairs as We Are Living Them Today." Classes met Monday and Thursday evenings for 4 weeks, with the exception of home economics and typing, which met until the end of the school term in June. A social hour and sometimes special programs followed the class periods. At the end of the course a meeting was held to award certificates of attendance signed by the principal and the president of the school board. The school has continued with a larger selection of courses, including biological science, English literature, and foreign language appreciation. Physical education is also provided.

*Tulare, Calif.*—Interested individuals, the high-school principal, the superintendent of schools, and those directing the adult-education program in the State department of education were responsible for the initiation of the Tulare week-end school, 8 years ago. Patrons of the school, including ranch families from miles around the city, have participated in a series of Friday-night discussion groups held during the winter in the high-school auditorium and other meeting places. School busses have been used as a means of transportation. It is usual for the whole family to participate. Children are cared for while their parents attend meetings. Many young people between 16 and 24 years of age take part. A general-discussion group meets from 5:45 to 7 p. m., During the period well-known speakers present political and economic

topics of current interest. The meetings are conducted as forums. A community dinner is served in the school cafeteria or woman's clubhouse from 7 to 7:50. This is followed by a half hour of entertainment. At 8 o'clock special-interest groups meet for an hour and a half. A group may be formed for any subject about which there is sufficient interest. Following an address on travel, literature, business, child training, or other subject, a forum discussion is held. The superintendent of the Union High School serves as director, the vice principal as associate director. Speakers are secured from the universities of the State and from other places. Civic groups have acted as hosts for special evenings and have sponsored features of the program. The school is financed by contributions from the public and by school funds.



### Part III

## VOCATIONAL TRAINING FOR OUT-OF-SCHOOL YOUTH

THE demand of out-of-school youth for training of a specific vocational character is strongly evidenced in the reports of persons directing educational programs. Employment officers emphasize the need for vocational training from another angle by reporting that young people seek employment of "any kind", but that in the majority of cases they are not prepared for specific work activities either through training or experience of a type to constitute a work asset. Thousands of out-of-school youth are in "brush-up" and retraining classes in order to retain or add to skills necessary to employment, both in regular schools and non-credit, free-time classes. Scattered reports from high schools which admit postgraduate students reveal enrollments for commercial courses in excess of the combined enrollments for all other subjects. Handicraft classes and unit courses of a productive character have attracted other thousands of out-of-school youth because they offer means of providing income where there are not other available sources. Many placements of out-of-school youth have been made direct from vocational classes, thus opening the door to satisfactory employment.<sup>1</sup>

There has been greatly increased demand upon established public-school programs to provide vocational training. This type of training in the public schools is usually carried on as a cooperative plan under the national vocational acts, involving local, State, and Federal educational authorities with respect to the organization of training provisions and the payment of teachers. The goal of vocational education is characterized, in nontechnical terms, as that of helping individuals "to get a job, hold a job, or get a better job."

<sup>1</sup> Other phases of vocational training from the guidance viewpoint are discussed in the bulletin of this series, YOUTH: Vocational Guidance for Those Out of School.

A listing of vocational courses taken from the annual reports of State boards for vocational education to the United States Office of Education reveals more than 1,100 subjects taught in vocational evening, part-time, and all-day schools to train for wage-earning occupations, homemaking, and farming. Many of these courses are for out-of-school youth and are found in communities widely distributed over the Nation. The vocational courses offered in a given locality are based upon the vocational opportunities of the community. The State director for vocational education of each State is in a position to assist communities in organizing classes for vocational training. He can be reached through the State department of public instruction at each State Capital.

### **TRADE AND INDUSTRIAL CLASSES**

TRADE and industrial classes, operating under State plans for vocational education afforded training in 1935 to 155,061 youths in all-day trade classes. Except for this type of training, many of these young people would be both out-of-school and unemployed. Part-time schools, including trade-preparatory, trade extension, apprentice, and general continuation classes, enrolled 214,462 persons, all of whom came from the out-of-school group. Evening schools enrolled 168,459 persons for trade training, with a total of more than a half million receiving vocational-trade training throughout many communities. The majority of the total number are youth from the age group 16 to 24. The ways in which a few communities have provided trade training for out-of-school youth indicate types of organization adaptable to many other localities.

#### ***An Apprenticeship Type of Training***

*Biddeford, Maine.*—An apprenticeship program for machinists was started in December 1930 to afford training to a limited number of young men between the ages of 18 and 22 with high-school education. The program includes practical shop experience and related academic subjects. The training period covers 6,300 hours, of which 5,700 are apportioned to a number of departments of the local textile machine shops in order to afford diversified experience. Classes in blueprint reading, elementary



mechanics, freehand sketching, mensuration, shop arithmetic, trigonometry, and technical lectures occupy 600 hours, apportioned 4 hours a week. For this the apprentice receives the same hourly rate of pay as for shop time. The pay increases with each training period of 650 hours of combined shop and class. During the first period pay is 30 cents an hour and increases 1 cent an hour for each subsequent 650-hour period. The tenth period, consisting of 450 hours, brings an increase of 2 cents, making the pay 40 cents an hour. Neither wages nor employment is guaranteed; both depend upon the business of the company. A number of the graduates are placed on work assignments. The program is a cooperative arrangement between the plant, the State department for vocational education, and the Biddeford Board of Education. A formal agreement between the apprentice, the parent or guardian, the school and the shops, is necessary to the admittance of each person. In 1935, there were 42 undergraduate apprentices and 1 graduate.

### *Trade School Training for Vocations*

*Attleboro, Mass.*—In this city, which is a center for jewelry making, the Jewelry Trades School provides a program for training young men, 16 to 24 years of age. Instruction is given in the use of tools and tool making, designing, and craftsmanship, and a study is made of the future of the jewelry industry. In addition to being taught jewelry trade techniques, students are helped to advance in the trade. Bench workers make rings, paper knives, pins, and coffee sets. Lacquerers spray cigarette cases, lighters, spice jars, vases, lamps, lamp shades, etc. Tool workers produce bench vises, screw drivers, chisels, prick punches, piercing tools, arbors, cutters, plungers, and patterns for castings to repair machines. Polishers finish articles made in the school and polish silverware and jewelry from homes and from local manufacturers. Due to the fact that students take the first position offered, there has been a constant change in the student body. Over an 8-month period ending April 1935, about 250 young men enrolled. The present enrollment is 65, which is the capacity of the school. The school operates 4 days a week and 6 hours a day. The project was started in July 1934, through the efforts of a committee made up of the general secretary of the

Y. M. C. A., editor of the local paper, the school superintendent, and three manufacturers. The school was financed by relief funds at first and then taken over by the regular vocational program of the public schools in cooperation with the State and Federal programs for vocational education. Housing and a great many items of equipment and supplies have been provided by interested individuals and companies.

In addition to the Jewelry Trade School, a jewelry design school has just started at the Y. M. C. A. in Attleboro. The Y. M. C. A. furnishes room, drawing tables, and other equipment. The school committee furnishes supplies. The State board of education pays the teachers. There are 30 persons enrolled.

*Williamsport, Pa.*—The Unemployed Retraining School is the outgrowth of a concerted attempt to solve the problem of unemployment through training. In February 1930, the employment committee of the chamber of commerce made a survey of unemployment through the use of volunteer workers. As a result of this survey the public-school authorities were asked to organize the education program, which started early in 1931. Enrollment by the close of the first year necessitated a full-time coordinator. The program has continued to grow until there are now 16 instructors. The retraining school provides for major occupational fields, including the following: Commercial training, affording instruction in business English, shorthand, typing, and office practice; a special program for young women over 18 leading to retail selling and advertising; industrial wood-working to train cabinetmakers for local furniture plants; trade training in architectural drafting, mechanical drafting, auto mechanics, printing, mechanical blueprint reading, acetylene welding, machine-shop work; and a specialized apprentice program to train a limited number of machine-shop graduates for tool making and other specialized work in manufacturing plants. Shop practice is provided through the use of "scrapped" pieces donated by local manufacturers. These pieces have defects but are usable for instructional purposes and eventually are returned to the factories for remelting. Placements have varied by years, but have averaged 30 percent.



*Johnson City, Tenn.*—The public schools in 1934-35, in cooperation with the State and Federal boards for vocational education, provided several types of training for out-of-school young people. Twenty out-of-school white boys, 16 to 20 years of age, are in general woodworking courses to fit them to enter the local planing mills, hardwood flooring plants, and the furniture factory. This group meets 5 days a week and 4 hours daily. A vocational shop has been provided in an elementary school building located in an industrial neighborhood. Sixty boys and girls are being trained in a local rayon mill through trade extension classes in loom fixing, weaving, and trade preparation. The equipment of the plant is used and training on the job is provided. The group meets 20 hours a week. Ten colored boys were trained in the auto mechanics shop of the Langston High School for work in filling stations, as garage helpers, and chauffeurs.

*Oakland, Calif.*—The public school has established a system of vocational schools for out-of-school young people and for high-school graduates. The Central Trade School affords training in a number of occupations of a trade type and the Merritt Business School provides complete business training. Each of these schools has an aggressive placement service. The day enrollment for the two schools is approximately 2,500 students, with the length of training less than 1 year, thus affording occupational and business training for the greater part of the young people dropping or finishing the regular school program. High-school graduates number about 3,000. In addition, these schools afford extension training to employed persons at night. Approximately 1,800 employed young persons enroll for the evening classes.

*New Orleans, La.*—Special classes in cotton suit making and a class for power machine operation were organized for out-of-school girls during 1934-35. One hundred and twenty girls were trained and have been employed by the different manufacturers. A special part-time class was formed for unemployed persons in gas and electric welding. More than 150 enrolled in this group and more than 100 have been placed in employment.

## **PART-TIME COOPERATIVE TRAINING FOR DIVERSIFIED OCCUPATIONS**

MANY smaller cities and rural communities use part-time cooperative classes to provide diversified occupational training for out-of-school youth. Students, with or without pay, alternate between regular employment and instruction in the school, with approximately equal periods given to each. A teacher-coordinator is employed by the school to organize and direct the program. A few types of work adapted to this form of training reported by communities are: Auto mechanics, auto painting, auto servicing, beauty culture, blacksmithing, cooking, creamery operating, electrical work, hotel service, laboratory work, laundry work, leather work, library assistance, machine work, office practice, painting and decorating, pharmacy, photography, plumbing, primary teaching, radio repairing, restaurant work, retail selling, telephone work, and welding. The training frequently extends through a 2-year period. Typical of these programs is that provided in a number of Colorado communities under the Colorado State plan for vocational education where 1,285 out-of-school youth, 16 to 21 years of age, received training during 1934-35.

*Fort Collins, Colo.*—The part-time cooperative plan is being used with older boys and girls. Young people over 16 years of age, selected from lists of high-school students who have dropped out before graduation or who have completed the general course and are unemployed, were visited. The chief interests of each young person were determined through interviews. Conferences were held with businessmen willing to take young people into their establishments for training for a 4-hour period each day. Placements of young people are on the basis of an agreement entered into by the student, parent, school, and businessman. The course of training is planned so that the student is rotated through the several departments or shifted from one duty to another so that experience is gained in every phase of the business. The student is not held on any one operation longer than is necessary for him to become a thorough worker. The work part of the training provides for at least 15 hours a week. The half-day spent in the school is given over to technical instruction related to the student's work subjects in which he is deficient, and to a course in social economy meeting one class period a day. This last



course is to afford a general background in economics, industrial history, sociology, and current problems; to give instruction in matters of employment, such as how to apply for a job, how to get along with other people, correct attitudes and habits, salesmanship, and general class discussion based upon experiences on the job. Each student has an individual plan of work and study. Daily conferences between coordinator and student provide for special needs and for modifications in the training program of the student to facilitate progress. The teacher-coordinator, employed by the school, studies the occupational possibilities in the community, secures the cooperation of all agencies and employers, helps to place students, organizes training programs with employers, and conducts classes in technical and related subjects. The State board for vocational education reimburses the school in part for the salary of the teacher-coordinator.

### **ART AND HANDICRAFT CLASSES**

TRAINING in handicrafts has enlisted many out-of-school young people in classes developed for the primary purpose of making salable objects out of native or other materials, thus affording a money income where no other source is available. Classes are found in urban centers, small towns, and rural communities. The salable articles made through the training in handicraft classes include a wide range.

*New Mexico.*—The State board for vocational education has cooperated with the FERA (now WPA) in a program for unemployed youth in which the major aim is that of training in handicraft industries to afford a means of income. There is a serious problem in New Mexico in that there are a large number of villages where the population is increasing while ~~there~~ is but little agricultural land available and few local industries which can absorb young people. The outlet for employment in surrounding States no longer exists. To cope with this situation, the trades and industrial division of the State board for vocational education has developed village handicraft industries which utilize local raw materials. This is in addition to the regular program of training young people for established trades. A commercial art class, to teach show-card writing and sign painting, was carried on at

Albuquerque. In spinning and weaving classes at Anton Chico and Taos, the raw wool is cleaned, washed, spun, and finally woven into cloth and blankets. At Chupadero when tanning classes were started in the valley, the young men in the village were so interested that they constructed a building to house the tanning unit. The FERA became interested in the project and furnished windows, floors, and other needed materials which the community could not provide. Hides for tanning were supplied on a 50-50 basis from the FERA warehouse. An experienced leather worker serves as teacher. Utility boxes, sandals, quirts, and brief cases are made. Tanning units are also found in Clayton and Galisteo. A class in needlecraft teaches young women of El Rito embroidery used in upholstery material which has a ready sale through the commercial firms in Santa Fe. A class making salable handicraft furniture is active in Pojoaque. In the pottery classes at Puerto Da Luna, the members made tile to bring a water line from a spring to the village. Stools and chairs with seats caned from cat-tails, gathered and stored the previous fall, are products of the furniture class. These handicraft classes not only have provided vocational training but the articles made have been a source of income where it is badly needed.

*Ely, Minn.*—A series of round-table discussions with a group of 16-25-year-old evening school vocational students indicated that the chief problem of the craftsmen was to combine his skill with a project of his own design which would have commercial value. This led to the production of objects which could be sold through a department store or sold directly by the maker. Fire-irons, candlesticks, and other articles involving design, pattern making, foundry, forge work, acetylene welding, lathe work, and polishing, have been produced. These articles, made of bronze or wrought iron, have a high appraisal value and a store was found which was glad to handle them. This work is carried out as a regular vocational evening class by the Independent School District.

*Madison, Wis.*—Craft classes of several types have developed in the vocational school to prepare persons for available employment. These include pottery, metalware, weaving, rug making, novelty designing, and camp crafts. Members of the



craft classes have secured employment filling orders for block-printed Christmas cards, caning chairs, preparing counter and display signs, making toys, and fashioning copper, brass, pewter, and silver objects. In the art department subjects organized include commercial photo retouching, landscape painting, and stage crafts. The commercial photo retouching course includes work in wash drawing and photography, in preparation for the making of half-tone plates for reproduction in catalogs and advertising materials. This field is reported to be comparatively new and uncrowded. Young persons enrolled in commercial art courses have earned money in advertising, window decorating, and showcard work. A vocational school craft shop enables the student to sell finished products.

### **TRAINING FOR HOUSEHOLD SERVICE**

TRAINING classes for household service have met a decided need and have resulted in many instances in securing employment for young women in the out-of-school group. The organization, sponsorship, and character of the training programs vary considerably as may be noted from the practice in a few cases.

*Tulsa, Okla.*—The Y. W. C. A., through the services of an emergency instructor secured from the public school, provides an 8-week course in household management. It is planned to train girls for positions in homes and to place domestic service on a better basis for both the girl and the employer. Four classes of 10 girls each met for this training during 1934-35. A group of Tulsa women cooperated in the project, thus linking the training program with potential employers and employment standards. Each girl receives a \$50 scholarship in the Y. W. C. A. which entitles her to room and board during the training period. After 1 week's probation each girl also receives \$1 a week, of which half the total amount for the 7 weeks (\$3.50) is paid back when a position is secured. The training program provides for a schedule of working hours from 8 a. m. to 5 p. m., 4 hours of which are devoted to class work and the remainder to laboratory, which includes cooking, cleaning, dishwashing, waitress in dining room, and for special parties and teas, and other types of practical experience. In addition to the training, the plan

includes personal counseling, placement, medical examination, health supervision, and free membership in all activities and special-interest groups of the Y. W. C. A.

*Other examples.*—In Phoenix, Ariz., through cooperation with the community chest, the high-school department of vocational education conducts household service classes, with placement service, for young Mexican women. These were held at Friendly House, a community center. There is an instructor who is employed half time. This has been the means of keeping the families of some of the 325 girls trained off the relief rolls.

In Columbus, Ohio, where a number of young women have been trained for household service, this instruction is supplemented with work in homes of the community through a plan by which two or three pupils and a supervisor go to a home to serve a dinner to guests upon request of the hostess. Arrangements also are made for other types of practice in homes, such as laundry, cleaning, making beds, etc. Only one visit to a given home is made by the same group of girls and in this way experience is gained in many homes with all kinds of household equipment.

In Philadelphia, where young women enroll in a 6-week course for household employment in the Fleisher Vocational School, the training period is followed by 1 week of apprenticeship in carefully selected homes.

The Roslyn, L. I., training center of the Girls Service League has trained about 200 girls, 16–21 years of age, for work in homes during 1933–35.<sup>2</sup>

#### **PART-TIME CLASSES IN VOCATIONAL HOMEMAKING**

VOCATIONAL homemaking classes, provided under State plans for vocational education, afforded training to 203,599 girls in the regular all-day classes during 1935. This enrollment included many young women who, under normal conditions, would be found in employment or established in homes, but have continued in school for the regular school term. Part-time classes for young women out of school provided homemaking training for an additional 41,264 persons, while evening schools

<sup>2</sup> For further description of this activity, see *Vocational Guidance for those Out of School*, pp. 44–45 (Bulletin 1936, No. 18–IV.)



enrolled 136,361. The subjects taught include: Planning meals on the basis of reduced budgets; canning foods for relief purposes, for home use, and for sale; making clothing; remodeling and renovation of garments; consumer education; household service; and other related subjects.

*Copperhill, Tenn.*—Thirty out-of-school girls, 12 to 24 years of age, met three afternoons a week for a 1-hour period after the close of the regular high-school classes. The group was recruited and taught by the teacher of vocational home economics following a survey of out-of-school young people of the community. This survey was made by the girls of the day-school home economics classes. The group was interested in and studied the clothing unit during the winter.

*Middleton, Tenn.*—A part-time school organized by the vocational teachers of home economics and of agriculture and enlisting the active help of the entire high-school faculty represents an interesting experiment to meet the need of out-of-school young people, 14-25 years of age. Boys and girls in the day-school home economics and agricultural classes invited out-of-school young people to come to an initial meeting. School busses brought the young people to the school on the return trip from taking school children home. Classes met thereafter 2 evenings a week from 7 to 9:30 over a 6-week period. All classes were informal and organized around the interests and problems of the young people themselves. From 7 to 8 mixed groups met under the direction of members of the high-school faculty for discussions on subjects requested by the young people. From 8 to 9 the young men met with the teacher of agriculture to develop programs affording a money income from farming activities. How to raise chickens for market, including the building of poultry houses, was a popular unit developed. Other projects were included. The young women met with the teacher of home economics during the 8 to 9 o'clock period on units of their own selection, such as cutting and fitting dresses, and other phases of sewing and dressmaking. Groups were organized according to the projects selected. The period from 9 to 9:30 each evening was used for recreational purposes. Teachers of the regular high-school faculty taught general classes from 7 to 8

p. m. and the vocational teachers taught from 8 to 9. An extra evening meeting, largely social in nature, was planned by the young people to close the program. Fifty-six girls and about seventy-five boys were enrolled.

*Appleton, Minn.*—In addition to the Depression College a part-time school for 61 young people who were unable to attend the regular high-school program has been organized. The plan is that of a 3-year course meeting full-time for 13 weeks during the winter when work at home is light. Separate classes are provided for the part-time group. In the agricultural courses, establishment in farming is the major objective. The boys work with gas engines, repair fork handles and harness, splice rope, and do simple electric wiring in the farm shop. Home projects involving study of dairy, hog, and poultry production, farm management, and the Federal farm program are included. Farm arithmetic, type-writing, general science, and English complete the schedule of courses. The girls specialize in homemaking problems involving foods, health, clothing, handicrafts, house furnishing, and personal care, in addition to general courses. Graduation certificates are given upon the completion of the 3-year course. School busses transport the young people to the school. Three extra part-time instructors have been employed out of relief funds in addition to the regular teachers.

*Iowa Falls, Iowa.*—In the part-time classes for out-of-school young people, organized in connection with the regular vocational program in home economics and agriculture, meetings are held in the evenings during the winter. The work of the home economics teacher has been supplemented by various businessmen such as the plumber, to discuss kitchen and plumbing arrangement for convenience in the home; the furniture dealer, to take the group through his store, exhibiting types of furniture construction, rugs, etc. The first part of the evening is given over to separate classes for the young men and young women. During the latter part, the two groups are brought together for an open forum meeting relating to questions of the day or for a social period. Slides and films from the State college are used with some of the discussion meetings.



## PART-TIME CLASSES IN VOCATIONAL AGRICULTURE

THE entire farmer training program provided under State plans for vocational education in agriculture is developed upon the part-time cooperative basis. Persons operating farms are in position to apply the instruction in everyday farm practice with the guidance and assistance of the teacher. Younger persons preparing for farming have projects and other supervised farm practice to serve as the basis for instruction. Farming practices are carried on under the supervision of the teacher and parent or employer. The instructional program, combining teaching and farming, is worked out carefully with each individual to meet specific needs and to lead either to full establishment in farming or to make the business of farming more profitable and satisfying.

All-day and day-unit classes, providing systematic instruction for farm youth, many of whom otherwise would be out-of-school, enrolled 194,879 individuals in 1935. Approximately 4,000 chapters of Future Farmers of America, with a membership of more than 100,000 farm boys, are found in vocational agriculture departments of schools. These chapters enroll many farm boys over 16 years of age. Objectives of the organization are directed specifically toward the establishment of trained young men on farms of their own, thus contributing toward satisfactory employment.

Part-time classes for out-of-school youth engaged in farming enrolled 23,932, while evening classes enrolling many of the rural youth group under 24 years of age, provided farmer training to 111,172 individuals. Inasmuch as part-time classes are planned specifically for out-of-school farm youth, only this type of program<sup>3</sup> is included to indicate the character of training as revealed by the practice in a few localities.

*Catchings, Miss.*—A survey of youth and farm conditions made in March 1935 by a vocational agriculture teacher served to initiate part-time classes in agriculture for 56 farm boys 16-26 years of age. It revealed the relationships of each boy to father, to family, to farm, to farm income, to crop units, to livestock

<sup>3</sup> See also descriptions of part-time classes for Middleton, Tenn., Appleton, Minn., and Iowa Falls, Iowa, under the section *Part-time Classes in Vocational Homemaking*.

units, and his responsibility in the whole farming program. The instruction and program were organized according to the specific need of the individual, together with his opportunity to get started on an income-producing basis. Many of the boys needed loans to finance farming programs. These were arranged through the local thrift bank. The group selected pure seed all of the same variety in order to develop and supply the local market with good seed. At one meeting, the group designated 14 committees to carry out details of the part-time program, which, in addition to class work, includes tours, camping trips, a fair, and other activities. The committee plan gives considerable responsibility to each member of the group. Farming programs, already worked out with individual boys, include growing of cotton, corn, soybeans, purebred hogs, tanning hides, and other income-producing programs which necessitate a study of prices, outlook, budgets, and production methods. The group meets 2 evenings a week. No longer is there "nothing to do" for these young men. Each one is on the road to becoming established on a self-supporting basis.

*Ohio.*—Part-time classes for out-of-school farm youth, 16 to 25 years of age, have been organized by teachers of vocational agriculture in many public schools of the State. The plan, followed over a period of years, is that of "finding surveys" to get in touch with out-of-school farm youths. These surveys are followed by home surveys of needs and resources. Groups usually meet 1 night a week, with 90 minutes given over to some phase of instruction in agriculture followed by a period of recreational activities. The completion of the unit course frequently leads to the formation of a Young Farmers Association, thus giving continuity to the program from year to year. The program was initiated in 1923, in Hamilton Township. The first survey led to a 3-week unit course in farm shop, meeting 4 hours a day. Similar surveys were made in 23 communities in 1925 and in 92 communities in 1929. Interest in this type of work became marked by 1931. Many teachers are keeping surveys up to date from year to year. In 1935, there were 167 part-time classes in vocational agriculture in the State for out-of-school farm youth, 16 to 25 years of age.



*Louisiana.*—The first part-time class in vocational agriculture was organized in 1926 and the second in 1930. In January 1933, a State-wide program for out-of-school farm youth was started. Part-time groups are made up of farm boys, 14 to 25 years of age, regardless of previous schooling who are out-of-school and on the farm in some capacity. The purpose is threefold—to assist boys in establishing themselves as farmers on a satisfactory basis; to assist those interested in related work in such programs as farm shop, blacksmithing, sirup making, etc., and to provide training for participation in home and community improvement. An individual program is worked out for each boy in order to help establish him in farming or in a related type of work in the rural community. During the school session 1933-34, 44 teachers of vocational agriculture in white schools taught 44 part-time groups, while in 1934-35, 76 teachers conducted 92 part-time classes. In the past 3 years, Negro teachers of vocational agriculture have worked with part-time students. In 1934-35 each of 58 Negro teachers conducted one or more part-time classes for out-of-school Negro youth.

#### **COMMERCIAL TRAINING FOR OUT-OF-SCHOOL YOUTH**

IN ADDITION to the regular pre-employment classes in commercial fields, many agencies have sponsored training programs to enable typists, stenographers, and other office workers to retain skills which deteriorate rapidly through disuse brought about by unemployment. The public schools have opened commercial departments to postgraduates and have established part-time and evening classes. Social service agencies have made available "brush-up" classes. The number of young people requesting this type of training has taxed facilities to capacity in many communities. In general, this type of program for out-of-school youth is restricted to those already trained and experienced, but unemployed. The nature of the provisions along this line and the variety of sponsorship are indicated by a few examples.

*Omaha, Nebr.*—A commercial reeducation project, open to anyone unemployed who has had previous wage-earning experience of a clerical nature, is sponsored by the Omaha school

system in cooperation with the emergency education program. Its object is the maintaining of commercial skills until those enrolled are reemployed. While it is not strictly limited to young people, most of those attending fall within this classification. Instruction is given in typing, shorthand, bookkeeping, filing, comptometer operation, and business English. In 1935, 19 teachers were employed and approximately 300 students were registered. Classes are held from 9 a. m. until 5 p. m., each period 1 hour long. Classroom space is furnished by the Y. M. C. A.

*Philadelphia, Pa.*—The board of education in cooperation with the State employment service provided intensive specialized training in commercial and industrial subjects in a summer program July 1 to August 23, 1935. Classes met every morning for 4 hours in the city vocational high schools. Seven commercial and five industrial courses were offered for unemployed young people, 16 to 25 years of age, who had had previous training in the field of the specialized courses and were out of school for one or more school terms. Among courses offered were: Shorthand, comptometer operation, dictaphone operation, filing, power machine operation, machine construction, advanced woodwork, and automobile ignition. Students were selected upon an individual counseling and vocational adjustment basis. The Junior Employment Service registered applicants 16 to 20 years of age, while the 20- to 25-year group registered through the State employment service.

*St. Paul, Minn.*—During the fall of 1933, it was revealed that a large percentage of the girls graduated from high school in recent years had not found employment. A few of these graduates were selected to serve on a Y. W. C. A. council to work out plans for the organization of groups for day-time activities. In addition to organizing many special-interest and hobby groups, the adult education department of the Y. W. C. A. made possible the free use of typewriters and free dictation practice classes for girls with stenographic training and without employment, in order that they might maintain speed and accuracy. Classes met 2 afternoons a week, and 335 girls were enrolled during the year 1935. As a part of the FERA educational program in



St. Paul, speedwriting has been offered as a vocational subject. Seventy-five individuals, including 11 men, attended.

*Fairmont, W. Va.*—Thirty-eight students unable to enter college this year are enrolled in high-school postgraduate courses. The majority are commercial students. Selected students are given participating experience through a plan of working at least 1 hour each day in the general office under the direction of the secretary to the principal.

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## PLANNING FOR THE EDUCATIONAL NEEDS OF OUT-OF-SCHOOL YOUTH

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### CONCLUSION

**E**STIMATES based on the 1930 census and other data available to the Committee on Youth Problems, United States Office of Education, make it appear that of 20,100,000 persons, 16 to 24 years of age, inclusive,<sup>1</sup>

4,000,000 are in full-time schools and colleges;

500,000 not employed, are taking part-time school work;

2,800,000 are married women, unemployed and not in school;

7,800,000 are employed at full- or part-time, nonrelief jobs;

300,000 are out of school and unemployed, but not seeking employment;

4,700,000 are out of school, unemployed and seeking jobs.

When it comes to planning sorely needed educational activities for out-of-school youth, the problem cannot be approached on the basis of aggregate figures, but it is the very real and personal problem of individual youths found in every city, every town, every village, and every rural district. Educational programs, as reported to the Committee on Youth Problems, have been provided to meet real needs and on the whole are serving a vital function in many communities, yet a fair appraisal would indicate that these programs reach but a small fraction of the young people in need of such services.

Acute as is the situation of youth in large cities and industrial centers, small towns and rural areas are likewise confronted with a very grave problem involving youth, due to the damming up in these areas of many young people who formerly migrated to urban

<sup>1</sup> These estimates were made as of November 1935.



centers to find satisfactory employment. Not only has there been an increase in the proportion of out-of-school youth in smaller communities and rural areas, but the private agencies and public facilities offering diversified types of training to a limited number of young people in urban centers are not available to rural youth.

Many educational activities reported for out-of-school youth are planned definitely to assist high-school graduates in continuing formal education. Valuable and needed as is this form of educational service, it does not provide for that large number of out-of-school youth who are neither high-school graduates nor are they interested in continuing formal education. This represents a large proportion of unemployed youth. The registrations of 396,789 young men in CCC camps, in September 1935, revealed that 53.5 percent have eight grades or less of previous schooling, 43.9 percent have had some high-school training, but only 13.4 percent have had as much as 4 years in high school, and 2.5 percent have had some college training, but only 0.2 percent with as much as 4 years.

From Connecticut a survey of youths under 25 years of age who had registered with the State employment service reveals that 78 percent of the boys are out of school and that their previous schooling averages but 1 year of high school. Forty-eight percent of the girls are out of school and they average 3 years of high school. An Iowa study of 1,597, 15-to-25-year-old young people who are out of school shows that they average about 10.5 grades of schooling and that 25 percent went no further than the eighth grade.

These data, together with reports from many other communities, make it appear that educational activities of an ungraded character rather than continuing education predicated upon high-school graduation should have an important part in plans for out-of-school youth.

Many individuals who have conducted educational programs for out-of-school youth have indicated in statements to the Committee on Youth Problems some of the more pressing educational needs other than provisions for continuing education upon a credit basis. A few representative statements are of significance with respect to their educational implications in planning for out-of-

school youth. The statements that follow are direct quotations or condensed to embody the thought of longer statements:

### ***Outstanding Needs***

The greater need for further education and employment appears to be in the 16-19-year age group as against the 20-24-year age group.

Most of the programs of greatest value are particularly in accordance with the needs of young men. (Implies a need for more programs for young women.)

The cities are drawing many of the young women from rural areas. . . . Thus, if something is to be done for the older (rural) girls, it should be begun long before their twenty-first year.

There is a much larger number who do not desire to attend high school or college and certainly some who should not be encouraged to do so. Most of them want a job. They would accept employment at once, if available. With no job in sight, many of them would like some sort of technical or vocational course. The usual high school or college is not equipped to provide this training. If it is provided at all, it must be by the introduction of new courses, which would be difficult in these times, or by using private educational institutions equipped to do such work, or by some tie-up with industry itself.

### ***Vocational Factors***

Most of the young people are untrained and have never been employed in any regular vocation.

Out-of-school youth, applying for work, have nothing but unskilled ability to sell.

Forty-six percent of the graduates from our local high schools enter the local industries as workers without any definite training for their jobs. Large numbers of the drop-outs between the junior and senior high schools also enter employment in industry without training.

A study made in one State of 43,000 young men and women under 25 years of age who applied at the 15 State (and national) reemployment offices for the period of 1 year, ending



November 1, 1934, revealed more than 75 percent untrained for any skilled occupation, 40 percent untrained to do any kind of work. Furthermore, the report indicated a demand for skilled workers in excess of the supply.

Whether or not we like it, jobs are not available for persons under 18 years of age, and indications point to this as a permanent and not a passing condition.

### ***What Youth Wants—General***

They want jobs, a chance to work.

The proportion of vocational and crafts work in the CCC educational program . . . more than 50 percent of the whole . . . is arresting. It indicates that when boys of this type take subjects they want, a different kind of school develops. . . . A tendency to offer work of an academic character in the CCC brought little response from the men, and attendance, encouraging at first, rapidly fell off.

There is one group, composed mainly of those who have not gone to high school, interested in learning a trade. They are interested in doing things themselves and are not interested in lectures. The second group has gone to high school . . . they do not think of the necessity of learning a trade . . . not much interested in formal education . . . feel that their education has been completed. . . . With this group the activities that prove most effective are commercial subjects, informal study groups, and club activities.

The answers of 392 girls in a city survey showed 320 interested in occupational training. There were 128 requests for typewriting, 94 for stenography, and 93 for knitting and crocheting; 271 desired clubs or discussion groups, with 122 requests for employment guidance, 114 for help in occupational selection, 43 for current events, and 33 for public speaking; 267 were interested in a free city university, indicating 25 lines of study, the most popular being business, nursing, library training, home economics, and social science. Only 2 requested liberal arts, 3 prelaw, 5 scientific courses; and 8, premedical.

### ***What Youth Wants of Education***

Many young people do not have money for clothes, recreation, and other needs. Training which leads to earning or is

combined with earning outweighs other considerations in the vast majority of cases.

A study of 3,412 young people not in school revealed 89 percent in the age group 16 to 21 years, and that 90 percent of these were interested in further vocational training.

Those desiring school credit are usually younger than those with whom credit is not an object. The credit motive influences about one-half of the high-school graduates not more than 4 years removed from high-school graduation. With those from earlier classes and with nongraduates, credit gives way to practical instruction leading to employment or establishment on farms or in homes.

One of the great needs of unemployed high-school graduates is institutions offering 1 or 2 years of post-high-school training in agricultural, technical, and industrial courses, homemaking, art, music, and business subjects. These institutions would offer a well-balanced program of general and special subjects adapted to the needs of these young people.

### *Meeting the Situation*

Vocational or occupational training alone cannot meet the needs of out-of-school youths, but it should have a position of major importance in any program attempted.

The spare time on the hands of young unemployed persons may be utilized still more profitably by the development of vocational training. The angle from which this problem must be approached naturally differs according to whether the unemployed persons have never been in employment since leaving school or whether they have had previous working experience. In the first case, it is a question of beginning or prolonging normal vocational training. In the second case, vocational qualifications already acquired must be kept up and perfected, or inculcated in cases where the young persons have learned no skilled trade.

It appears that a combination of educational and recreational programs must be developed to hold the interest of (our) rural young people. Neither the strictly educational nor the strictly recreational meetings have been found successful.



There were many other statements sent to the Committee on Youth Problems similar in character to these quoted. Educational planning for out-of-school youth must take into account the fact that participation in any program is based upon voluntary attendance. Persons working in this field suggest that youth should have a part in planning activities and a large measure of responsibility for the outcome. Many have found clubs with elected officers and committees a more responsive type of organization than the regular teacher-class type. The conference procedure and the formation of discussion groups have proved popular. Informal rather than formal procedures are indicated as desirable. Having members of groups initiate projects for work and study, with the instructor serving as adviser, has met with good response. Units of instruction and courses should be of short duration. Twelve to fifteen weeks to a unit with 2-hour meetings once or twice a week appear desirable. Instruction should have specific goals and arouse a sense of achievement or arrival at a determined destination. Work should be planned with a definite sequence in order to give a sense of continuity. It is paramount in meeting the educational needs of the individual that he should become fully established within his community.

Educational planning for out-of-school youth, based upon experiences of many communities, reveal that techniques of the following types have proved helpful:

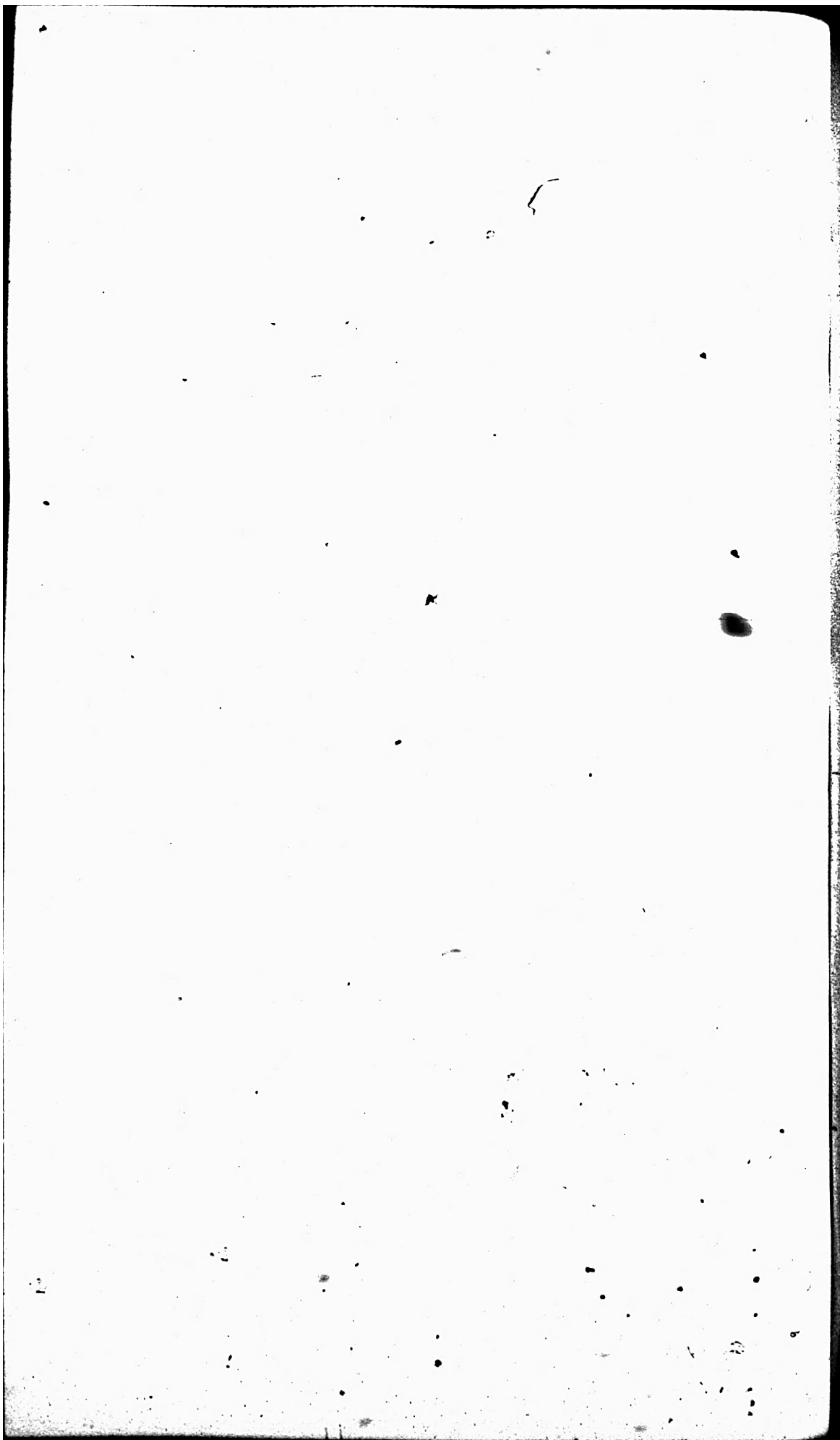
1. *A Community Survey of Out-of-School Youth.*—There cannot be intelligent planning without facts, such as the extent of the youth population, their previous schooling, their needs and desires. Many communities have made such surveys and have developed forms for this purpose. In making surveys of out-of-school young people for the purpose of planning educational programs, communities have followed different plans. The Virginia State-wide survey, initiated by the State supervisor for vocational agriculture, was made by county superintendents with the aid of high-school teachers, at first on a sampling basis. Later the State superintendent of public instruction provided for a State-wide survey of all out-of-school youth. In Iowa, the State planning board cooperating with the division of vocational education of Iowa State College undertook a survey in 13 communities as a part of its study of human resources. In Nebraska, the Vocational Agricultural Teachers' Associa-

tion made a survey of out-of-school farm boys in 69 communities. The public schools in Houston, Tex., sponsored a survey of unemployed youth through the use of CWA funds. In New York and Wisconsin, specialists from the State College of Agriculture cooperative extension services have made surveys of one or more rural counties. The survey, preferably carried out by an agency in the community and one in position to sponsor an educational program for youth, appears to be a desirable first-step in planning to meet the needs of out-of-school young people.

2. *A Community Study of Educational Facilities.*—Having determined the number, interests, and needs of out-of-school youth, a coordinated plan to utilize all agencies in a position to assist is necessary. Many communities have undertaken to gather complete data regarding all agencies providing educational services for youth. The Utah State Department of Public Instruction made a canvass of all agencies and organizations in the State to determine the educational services provided by each. In Rochester, N. Y., a city-wide survey was made. Both of these surveys were undertaken for the purpose of determining the available educational facilities for out-of-school youth. The Minneapolis Public Library maintains a file of all recognized educational activities in the city. In addition, through an arrangement with the public schools, a full-time guidance counselor is available to assist out-of-school young people and others. As a second step in planning, it appears desirable that all existing educational facilities be appraised with the view to discovering the specific services each may render in meeting the educational need of out-of-school youth and with the view to discover additional services that may be needed.

3. *A Study of Potential Services.*—Many communities are not utilizing to the fullest extent the educational facilities which can be made available. Virtually every community has many potential volunteer teacher-leaders among business, trade, and professional workers; many business establishments in large and small communities are possible training centers; teachers of public schools and school facilities frequently can be made to render a service to out-of-school youths comparable to that rendered to those in school at but little added expense; aids from county, State, and Federal sources are not utilized to the fullest extent in some instances; State universities and State colleges have extension divisions in position to render certain types of assistances in both urban and rural areas.





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## SUGGESTED READING

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### GENERAL READINGS

COFFMAN, L. D. Education of Unemployed Youth. *School and Society*, 38: 485-90, October 14, 1933.

A brief review of reasons for the present unemployment situation and the seriousness of youth unemployment. Ways of enabling needy young people to continue their schooling, means of providing a better educational program, techniques of training for citizenship, and informal methods of educating the community for the wholesome use of leisure time are among the suggested solutions to the problem of what should be done about unemployed youth.

MYERS, GEORGE E. What of Unemployed Youth? *Education*, 55: 468-71, April 1935. Reprint available.

The responsibilities of the schools to unemployed youth and ways of meeting youth needs are probed. Provisions in the four-point program recommended are: A general education, with attention to civic, social, and economic questions as well as to cultural interests; further preparation for a suitable vocation; building up a wholesome recreational life; developing the habit of participating wisely and effectively in community service activities.

UNEMPLOYMENT AMONG YOUNG PEOPLE. Report III of the International Labour Conference, 19th Session. Geneva, Switzerland, International Labour Office, 1935. 189 p. (Available through The World Peace Foundation, 8 West 40th Street, New York City.)

A report in two parts submitted to the 19th Session of the International Labour Conference. The extent of unemployment in several countries is shown in official statistics; measures used in various countries to provide occupation for unemployed young persons are described. These include: Extending the school life and raising the minimum age of admission to paid employment, vocational training, opportunities for public and social service, provisions for recreation, employment centers organized for productive and educational purposes, and the development of normal employment possibilities. Recommendations are presented covering these various measures.



## CONTINUING EDUCATION

CLEMENT, J. A. A Study of Postgraduate Students Enrolled in Accredited Public High Schools of Illinois Outside Chicago North Central Association Quarterly, 9: 451-456, April 1935.

A descriptive and statistical presentation of the findings of a study of postgraduate students in 118 high schools in Illinois. Tables on postgraduate enrollment, purposes of postgraduates, and subjects studied are among those included.

FEDERAL EMERGENCY RELIEF ADMINISTRATION. The Emergency Education Program and the College Student Aid Program. Washington, the Administration, 1734 New York Avenue NW., April 1935. 26 p.

A pamphlet giving the fundamental purposes and the organization and administration of the work relief program of emergency education. The following activities are briefly discussed: Adult education, literacy classes, vocational education, vocational rehabilitation, parent education, workers' education, educational camps and resident schools for unemployed women, education among Negroes, emergency nursery schools, and the college student-aid program.

GAUMNITZ, WALTER H. High-school Instruction by Mail. Washington, U. S. Government Printing Office, 1933. 69 p. (U. S. Office of Education. Bulletin No. 13.)

A discussion of the use of correspondence lessons in high schools, especially as a means of enriching the curriculum and effecting economies in the school budget, which furnishes information on where high-school correspondence courses can be obtained, institutions that have used correspondence courses with apparent success, and administrative problems involved in their use. Annotated references.

HILL, FRANK E. The School in the Camps; the Educational Program of the Civilian Conservation Corps. New York, American Association for Adult Education, 60 East 42d Street, 1935. 84 p.

An objective study of the CCC camps, which recognizes the experimental nature of the plan put into effect in the spring of 1933 and considers the development of the program in different sections of the country. Special attention is given to educational phases of the work. The report indicates how CCC is attempting to equip for work-a-day life and to shape their camp training to fit individual needs.

KELLY, FRED J. and MCNEELY, JOHN N. Federal Student Aid Program. Washington, U. S. Government Printing Office, 1935. (U. S. Office of Education. Bulletin No. 14.)

A study of the procedures governing the administration of the Federal student-aid program. Among the points covered are the institutions participating in the program, the use of Federal money by the students, administrative plans to provide part-time work for students, and the intellectual ability and scholastic achievement of FERA students. Fifteen tables are presented.

SOPER, WAYNE W. and HOLLISTER, FREDERICK J. *The Postgraduate Problem in New York State High Schools.* Albany, N. Y., University of the State of New York Press, October 1, 1933. Bulletin No. 1029, p. 7-41.

The bulletin brings out clearly the recent trends in postgraduate attendance in the high schools of New York State. The first part considers the school in which postgraduates were enrolled, including the number of postgraduates, the policy of schools in admitting postgraduates and their attitude toward postgraduate registration, the organization of postgraduate work, the load and the length of attendance permitted, the charges for postgraduate work, and the effect of postgraduate enrollment upon the school. The second part is devoted to the postgraduate pupil as of the school year 1932-33, the courses taken, reasons for taking postgraduate work, and future vocational and educational intentions. Includes tables.

SUPERVISED CORRESPONDENCE STUDY. Scranton, Pa., International Textbook Co., August 1934 Conference. 65 p. (Summer School, Teachers College, Columbia University.

A report of the Conference on Supervised Correspondence Study held at Teachers College, Columbia University, New York City, August 8-10, 1934, to formulate policies regarding the use of supervised correspondence study as a practical means of enriching the curriculum of American secondary schools. The history, place, purpose, and techniques of using supervised correspondence courses are set forth. Includes an annotated bibliography.

#### **GUIDES TO FREE-TIME CLASSES**

HANDBOOK OF ADULT EDUCATION IN THE UNITED STATES, 1934. New York, American Association for Adult Education, 60 East 42nd Street.

A directory of national organizations engaged in adult education, and a listing of local adult education efforts of national importance. The compilation is arranged according to type of educational service rendered, and a brief summary of the development and present status of each type of service is presented. Among the chapter titles are: Agricultural Extension, Community and State Organizations of Adult Education Agencies, Open Forums, Men's and Women's Clubs, Music in Adult Education, Adult Education Under Public School Auspices, The Radio in Adult Education, The Place of Recreation in Adult Education, Programs of Social Education Conducted by Religious Groups, and Training Leaders for Adult Groups. Reading lists.



LANDIS, BENSON Y. and WILLARD, JOHN D. Rural Adult Education. New York, The Macmillan Co., 1933. 229 p.

An interpretation of important developments in rural life, and the aims, methods, and results of individuals, organizations, and institutions engaged in rural adult education, accompanied by a statement of the problems involved in the improvement of adult education throughout rural America and suggested measures for the program needed. Includes a bibliography.

MCCABE, MARTHA R. *comp.* Discussion Meetings, Open Forums, Panels, and Conferences. Washington, U. S. Government Printing Office, 1935. 9 p. (U. S. Office of Education. Good References. Bibliography No. 30.)

An annotated bibliography.

### **PREPARING FOR A VOCATION**

COXEN, JAMES R. Trade Preparatory Training for Small Cities and Rural Communities. Washington, U. S. Government Printing Office, June 1931. 81 p. (Federal Board for Vocational Education. Bulletin No. 157. Trade and Industrial Series No. 45.)

A constructive discussion of methods that have been found to meet the needs of small cities and semirural communities for providing opportunities for vocational training for industrial employment. General industrial courses, cooperative part-time classes, unit courses in county or State trade schools and in high-school departments, apprentice training, dull-season trade courses, and industrial arts classes are considered and examples given. Includes a bibliography.

GRADY, WILLIAM E. Youth in School and Industry. A report issued in cooperation with the continuation school principals of the city of New York. New York Board of Education, 1934. 301 p.

This report shows how the various phases of the program of the continuation schools of New York City evolved. The health program, curriculum making, guidance trends in industry, and new courses of instructions are discussed in detail.

HOW VOCATIONAL EDUCATION HAS HELPED IN TIME OF NEED. School Life. Washington, U. S. Government Printing Office, October 1935. 28 p. (U. S. Office of Education. Special supplement.)

The services of vocational education during the depression to industrial workers, farmers, homemakers, young people, and the physically handicapped,

with descriptions of how vocational education has cooperated with new and old Government agencies, supplemented by statistical material and photographic illustrations.

LINKE, J. A. and PEARSON, JAMES H. *Agricultural Part-time Schools*. Revised. Washington, U. S. Government Printing Office, 1933. 21 p. (Federal Board for Vocational Education. Bulletin No. 108. Agricultural Series No. 27.)

A publication designed to help develop agricultural instruction in part-time schools to meet the needs of out-of-school farm boys. A discussion of types of agricultural schools is followed by a presentation of objectives of part-time instruction, how to organize the part-time school, methods of teaching, course subject-matter, related instruction, and other details.

PROFFITT, MARIS M. *Technical and Trade Schools*. Washington, U. S. Government Printing Office, 1933. (U. S. Office of Education. Pamphlet No. 44.)

A presentation of the findings of a study of 123 public and 37 private technical and trade schools, which supplies information on enrollments, number of teachers, day and night classes, subjects taught, length of term, library and gymnasium facilities, capital outlay, endowments, and entrance requirements. Includes 7 tables.

——— *Private Proprietary and Endowed Schools Giving Trade and Industrial Courses*. Washington, U. S. Government Printing Office, 1935. (U. S. Office of Education. Bulletin No. 8.)

Includes information on schools, by States, relative to kind of school, facilities for instruction, day and evening classes, subject of instruction, length of courses, and enrollments.

REPORT OF CONFERENCE ON OUT-OF-SCHOOL FARM YOUTH. Washington, U. S. Government Printing Office, 1934. 12 p. Mimeographed. (U. S. Office of Education, Vocational Education Division.)

Some of the objectives of an educational program to meet the specific needs of the out-of-school farm youth are indicated, and sufficient details are provided to guide States in preparing effective programs.

WILLIAMS, ARTHUR P. *Supervised Farm Practice Planning*. Washington, U. S. Government Printing Office, 1932. 88 p. (Federal Board for Vocational Education. Bulletin No. 163. Agricultural Series No. 41.)



A manual to assist in planning comprehensive programs of supervised farm practice leading to the establishment of the individual in farming. A number of descriptions of programs are included. Bibliography.

——— *and others.* The Conference Procedure in Teaching Vocational Agriculture. Revised. Washington, U. S. Government Printing Office, 1932. 38 p. (Federal Board for Vocational Education. Bulletin No. 147. Agricultural Series No. 38.)

Suggestions as to the use of the conference procedure in conducting agricultural evening classes which are applicable to-day and part-time schools. The bulletin is divided as follows: General Characteristics of the Conference Procedure, Teaching by the Conference Procedure, and Conference Devices. Includes a bibliography.